R E P O R T R E S U M E S

ED 012 253 SP 000 273

A REPORT ON THE SECOND YEAR, 1964-65, OF THE URBAN SEMESTER, A PROGRAM IN TEACHER EDUCATION OF THE ASSOCIATED COLLEGES OF THE MIDWEST.

ASSOCIATED COLLEGES OF THE MIDWEST, CHICAGO, ILL.

PUB DATE SEP 65

EDRS PRICE MF-$0.18 HC-$2.80 70P.

DESCRIPTORS- BIBLIOGRAPHIES, DISADVANTAGED SCHOOLS, EFFECTIVE TEACHING, *EVALUATION, *PROGRAM DESCRIPTIONS, *SEMINARS, *STUDENT TEACHING, TABLES (DATA), TEACHER SUPERVISION, *URBAN SCHOOLS ASSOCIATED COLLEGES OF THE MIDWEST (ACM), CHICAGO

TO PREPARE STUDENTS FOR TEACHING IN URBAN SCHOOLS, 27 SELECTED SENIOR STUDENTS FROM ASSOCIATED COLLEGES OF THE MIDWEST (ACM) SPENT 16 WEEKS (BEGINNING IN SEPTEMBER 1964) OBSERVING, TEACHING, AND STUDYING IN CHICAGO. THE FIRST 8 WEEKS WERE SPENT IN AN AVERAGE SOCIOECONOMIC-LEVEL SCHOOL AND THE FINAL 8 WEEKS IN A DISADVANTAGED SCHOOL. THE STUDENTS WERE CLOSELY SUPERVISED BY TWO SPONSOR TEACHERS AND WERE EXPECTED TO PARTICIPATE IN A VARIETY OF EXTRA-CLASS ACTIVITIES AND TO SUBMIT WEEKLY LOGS DESCRIBING THEIR ACTIVITIES. SEMINARS WERE HELD IN (1) URBAN SOCIOLOGY, DEALING WITH VARIOUS POINTS OF VIEW ON ISSUES RELATED TO YOUTH AND THEIR PROBLEMS IN URBAN AREAS AND (2) URBAN EDUCATION, CONCERNED WITH THE OBJECTIVES, PRACTICES, AND PROBLEMS OF CITY SCHOOLS AND BASIC PROBLEMS OF STUDENT TEACHING. FIELD TRIPS AND VIDEOTAPE RECORDINGS OF THE STUDENTS' TEACHING BEHAVIOR WERE ALSO EMPLOYED. TO FACILITATE THE EXCHANGE OF IDEAS AND EXPERIENCES THE STUDENTS AND FACULTY SUPERVISORS WERE HOUSED TOGETHER IN AN APARTMENT-HOTEL NEAR THE UNIVERSITY OF CHICAGO. OVERALL EVALUATION OF THE 1964 PROGRAM BY THE PARTICIPATING STUDENTS WAS VERY FAVORABLE, PARTICULARLY WITH REGARD TO THE RICHNESS OF THE STUDENT TEACHING EXPERIENCE. THE HANDBOOK FURNISHES DESCRIPTIVE INFORMATION ABOUT THE PROGRAM AND OUTLINES THE RESPONSIBILITIES OF STAFF PARTICIPANTS. THIS DOCUMENT IS ALSO AVAILABLE FROM THE NORTHFIELD OFFICE, PROGRAMS IN TEACHER EDUCATION, 208 ELM STREET, NORTHFIELD, MINNESOTA 55057. (AW)

00273

ED012253

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A REPORT ON THE SECOND YEAR, 1964-65, OF

THE URBAN SEMESTER

A PROGRAM IN TEACHER EDUCATION

of

THE ASSOCIATED COLLEGES OF THE MIDWEST

Conducted with the cooperation of the Chicago Public Schools and the University of Chicago and with a grant from The Danforth Foundation

Sp 000 273

ASSOCIATED AC COLLEGES of the MIDWEST

A REPORT ON THE SECOND YEAR, 1964-65, OF

THE URBAN SEMESTER

A PROGRAM IN TEACHER EDUCATION
of
THE ASSOCIATED COLLEGES OF THE MIDWEST

Conducted with the cooperation of the Chicago Public Schools and the University of Chicago and with a grant from The Danforth Foundation

ACM MEMBER COLLEGES

BELOIT COLLEGE

CARLETON COLLEGE

COE COLLEGE

CORNELL COLLEGE

GRINNELL COLLEGE

KNOX COLLEGE

LAWRENCE UNIVERSITY

MONMOUTH COLLEGE

RIPON COLLEGE

ST. OLAF COLLEGE

THE ASSOCIATED COLLEGES OF THE MIDWEST

Central Office
60 West Walton Street
Chicago, Illinois 60610

Northfield Office
Programs in Teacher Education
208 Elm Street
Northfield, Minnesota 55057

Additional copies of this report may be obtained by addressing the Northfield Office.

TABLE OF CONTENTS

	PAGE
OBJECTIVES	1
GENERAL DESCRIPTION OF THE PROGRAM	2
THE SECOND YEAR OF THE PROGRAM	3
Student Participants	3
Faculty Participants	3
Administration of the Program	3
The Orientation Phase	4
The Seminars	4
Field Trips	7
Student Teaching	7
"The Midwestern"	7
The Video Taping of Student Teachers	8
EVALUATION OF THE PROGRAM	8
THE 1963 URBAN SEMESTER PROGRAM IN RETROSPECT	10
FOLLOW-UP OF THE 1963 AND 1964 PARTICIPANTS	11
CONCLUSION	12
APPENDIX MATERIALS	
Student Participants	A
Orientation Schedule	B
Summer Reading Assignments	C
Bibliography for Seminar in Urban Education	D
Bibliography for Seminar in Urban Sociology	E
Field Trips in 1964	F
Student Teaching Placements	G
Extra-Class School Activities	H
Teaching and Observing Times	I
Handbook (in presentation copies only)	J
"Midwestern"	K

THE URBAN SEMESTER PROGRAM

OBJECTIVES

The Urban Semester Program was inaugurated in the fall of 1963. The purposes it was designed to achieve are:

1. To augment the educational resources of member colleges by providing educational experiences through a unique program of student teaching in an urban setting; a program that:

   a. Offers the rich variety of opportunities for teaching experience provided by a great urban school system.

   b. Relates each student's experience to the sociological context of the city by providing teaching experiences in schools serving neighborhoods of contrasting socio-economic levels and by concurrently conducting a seminar in urban sociology.

   c. Is intensively supervised.

   d. Is related to current knowledge in the field of pedagogy, to the administrative structure of the schools, and political developments through a seminar in urban education.

   e. Provides living arrangements that facilitate supervisory assistance and permit sharing among the student teachers of the vital experiences associated with initial teaching activities.

   f. Offers the students opportunities to sample the vast cultural resources of a great city.

   g. Provides prospective teachers with experiences that enable them to make realistic decisions about teaching in urban schools, which they, in turn, share with other college students upon their return to home campuses.

2. To provide opportunities for ACM faculty members to acquire first-hand acquaintance with the process of public education in the metropolis and to have supervisory responsibilities in a unique and experimental student teaching program.

3. To experiment with a program of teacher education that has features which may profitably be adopted in other settings.

GENERAL DESCRIPTION OF THE PROGRAM

Under the program, selected senior students from ACM colleges spend sixteen weeks (from the first part of September until Christmas) observing, teaching, and studying in Chicago. They have full-time assignments in the public schools. During the first eight weeks they are assigned to schools located in what might be called average socio-economic level communities; the second eight weeks are spent in schools serving a lower socio-economic population. The students and faculty supervisors are housed in an apartment hotel near the University of Chicago which provides a setting for the constant exchange of experiences and ideas.

In addition to their responsibilities in the public schools, the students are required to participate in two seminars held evenings and Saturday mornings.

One is the Urban Education Seminar which seeks to utilize special resources of the City of Chicago and of the Chicago Public Schools personnel to focus upon general concerns in education with special attention given to problems of urban education. One meeting each week is devoted to giving timely assistance with teaching problems and procedures as these are encountered in the classroom.

The other is the Urban Sociology Seminar which is designed to give the students an understanding of the metropolis and to provide a conceptual framework for the practical experiences gained through student teaching and other contacts with metropolitan institutions.

The program is coordinated by an Urban Semester Committee which consists of one faculty member from each of the ten member colleges. The initiation of the program was made possible by a grant from the Danforth Foundation and the cooperation of the Chicago Public Schools. The University of Chicago has also given assistance in obtaining housing and has provided library and classroom facilities as needed.

THE SECOND YEAR OF THE PROGRAM

On September 2, 1964, twenty-seven senior students and three faculty members reported to the Del Prado Hotel near the University of Chicago to begin their work in the second year of the Urban Semester. They remained in Chicago until December 23, 1964.

Student Participants. Two of the twenty-nine candidates selected by the Urban Semester Committee withdrew just before the beginning of the program for personal reasons. Therefore, the program opened with twenty-seven students, twenty-five girls and two boys. Fifteen were prospective secondary teachers and twelve were in the elementary education area. A list of participants is included in Appendix A which shows the colleges they represented and their homes.

Faculty Participants. Dr. Ben T. Shawver of Monmouth College served as the Faculty Director of the 1964 Program and as the Secondary Teaching Supervisor. Supervisor of the elementary school teachers was Mary Ann Schuette of the University of Minnesota. These two persons also directed the Seminar in Urban Education; the Urban Sociology Seminar was conducted by Mrs. Gloria Count van Manen, whose services were obtained through the University of Chicago.

It is important at this point to note the invaluable contributions made by Mrs. Evelyn F. Carlson, Associate Superintendent of Chicago schools, and her staff. Also of great importance was the enthusiastic cooperation of principals and teachers in the Chicago Public Schools and the resource persons who enriched the seminar offerings. Further reference is made to the latter groups later in the report.

Administration of the Program. One of the problems encountered early in the program related to the discovery that although the program itself is in operation only four months during the fall, its administration is a year-round activity. Furthermore, it became apparent that there would be serious discontinuities in the program if the faculty members who had participated in the program the first year were to be replaced by a new group which had had no previous experience in the program.

The first year of the program achieved a greater degree of success than anyone might have dared to hope, but it was accomplished at a cost of much effort in developing procedures for the program and establishing the necessary relationships in the Chicago Public Schools and elsewhere in the city. Not

only would the benefits of these efforts be lost without program continuity from year to year, but there was also the problem of making the necessary preparations for the program. Student applications for the next year's program must be circulated and publicized in the preceding fall. Screening, selection and interviewing of students must be done during the winter. In the spring student teaching placements must be made, faculty members must be recruited, seminars must be organized, summer reading assignments must be made, and a host of other preparations too numerous to list.

A solution to these problems was found in asking Dr. Helen D. Berwald of Carleton College, who had been the faculty director for the first year of the program, to assume a continuing responsibility for its direction and administration. Since she was already in charge of the ACM Video Tape Project, which she conceived and developed, she was named Director of Programs in Teacher Education for the Associated Colleges of the Midwest, a post which she holds in addition to her responsibilities as a member of the faculty of Carleton College.

The Orientation Phase. Unlike the first year of the program, Labor Day fell relatively late in the month and postponed the opening of the Chicago schools. This provided an opportunity to conduct orientation sessions beginning September 2 and ending September 7, at which time students reported to their assigned schools. With the generous assistance of the Chicago Public Schools and the University of Chicago staff, it was possible to have the students attend teachers' workshops in the various districts and to become familiar with the Board of Education facilities and the Chicago libraries. Seminar meetings were scheduled to permit a discussion of the summer readings and an examination relating to them. For more detailed information about the orientation activities, please refer to the schedule included in Appendix B.

The Seminars. Students in the first year's program were almost unanimously agreed that the work load had been very heavy. Days began early with travel to assigned schools to meet student teaching responsibilities and ended late as they tried to complete their seminar work as well. In order to reduce the work load, two changes were made in the basic format of the program. First, students were given a summer reading assignment in each of the seminars. The assignment was to represent approximately one-half of the reading which would be required for the entire course, and its fulfillment was to be measured by an examination given during the program orientation period. In this way, it was hoped that students would get a head start on the reading required for the seminars thereby reducing the amount which would need to be done during the program itself. The summer reading assignments are listed in Appendix C.

The second change related to the seminar requirements. During the first year, students had been asked to do a research paper for each seminar. It was decided that the work might be reduced but the value enhanced by requiring but a single paper for both seminars, a paper that would be relevant to both education and sociology and which would further the program's objective of presenting a unified educational experience.

A. The Urban Education Seminar was planned around two themes, a) student teaching: planning, implementing plans, and becoming more competent in reacting creatively and effectively to the classroom situation, and b) city schools: a study of their objectives, practices, and problems. The first theme guided the discussions of meetings held separately for the secondary and elementary groups. The second dictated the discussions of joint meetings. Among the latter was a series of six meetings conducted by Professor Robert J. Havighurst, who had recently presented his controversial report on a survey of the public schools of Chicago. Others who contributed to the development of the "city school" theme were:

Marie Frank, Director of the Value Sharing Project and Assistant to the Director of the Bureau of Research, Development, and Special Projects, Chicago Public Schools.

William Kelley, Regional Director, Region 1, Division of Recognition and Supervision, Office of Superintendent of Public Instruction, State of Illinois.

Father Goedert, Assistant Superintendent, Catholic School Board, Chicago.

Richard C. McVey, Assistant Superintendent in Charge of Personnel, Chicago Public Schools.

Nancy Kleihauer Adams, Teacher, Beethoven Elementary School, Chicago, and Joyce Lanahan, Teacher, DuSable High School, Chicago. (Both are alumnae of the 1963 Urban Semester Program.)

A bibliography developed for use in the education seminar is included in Appendix D.

B. Specific objectives established for the Urban Sociology Seminar were a) to familiarize the student with some of the major concepts and findings of sociology; b) to acquaint the student, first hand, with the organizations

and institutions of Chicago which might help in understanding the city; and c) to sensitize the students to issues and various points of view on issues related to youth and their problems in urban areas.

Reading assignments given for the seminar are shown in Appendix E. Bi-weekly meetings, field trips and the term paper rounded out the requirements.

Speakers who addressed the sociology seminar or who were visited by the group at their respective offices included:

John Kearny, Near North Side community worker, Joint Youth Development Committee (President's Committee on Delinquency).

Timuel Black, Negro Labor Council.

Mrs. Morris Janowitz, Director, Reading Clinic.

John Ballard, Executive Co-Director, Metropolitan Welfare Council of Chicago.

Ron Benjamin, neighborhood worker, Commission on Youth Welfare, Woodlawn Area.

Mrs. Blanche Hartrich, mental health educator and director of Unwed Mothers' Project (joint project of the Chicago Department of Mental Health and the Board of Education).

Reverend Douglass Still, Director, Department of Social Welfare, Church Federation of Greater Chicago.

Leon Despres, Alderman.

Henry McKay, Institute of Juvenile Research.

William Brueckner, Executive Director of Chicago Commons Association and Federal Panel for President's Committee on Juvenile Delinquency.

Milton Hyman, Program Director, Joint Youth Development Committee on Delinquency, Chicago.

Dr. Arnold Abrams, Director, Chicago Area Plan for Workers' Mental Health.

Dr. Hans Mattick, Director, Chicago Youth Development Project, University of Michigan, and Boys' Club.

Miss Sally Mc Mahon, Director of Education and Training, Cook County Department of Public Aid.

Field Trips. The desire to integrate theoretical and practical experience led to a continuation of the practice of requiring field trips as a part of the work of the program. During the 1964 session one of the field trips was related to the Urban Sociology Seminar and gave the participants a view of the varying communities in the city with special emphasis on the inner city. There were four field trips related to the Urban Education Seminar, involving visits to special schools and educational projects. Descriptions of the field trips will be found in Appendix F.

Student Teaching. The student teaching component of the first year's program was so successful that it was virtually unchanged during the second year. Students again were assigned to two schools serving contrasting student populations and had an opportunity to teach under two sponsor teachers. (See Appendix G for resume of student teaching placements, showing school, sponsor teachers, subject, grade level, course, and ability level.) As was true the first year, the students were expected to participate in a variety of extra-class school activities and to submit weekly logs describing their experiences. A summary of extra-class activities is given in Appendix H. Teaching and observing time is shown in Appendix I.

The only innovation relating to student teaching was the development of a student teaching handbook which set forth in written form program expectations regarding the roles and responsibilities of the student, the sponsor teacher, the college supervisor, and the principal. The handbook is included as Appendix J.

"The Midwestern." In spite of efforts to reduce the work load in the program, pressures were strong enough to reduce the number of issues of the newsletter from four in 1963 to two during 1964. Copies were sent to parents and to the ACM departments of education to be posted for faculty and student perusal.

The Video Taping of Student Teachers. A completely new element in the 1964

program was experimentation with the use of video tape equipment in improving the performance of student teachers. A mobile television unit was used to tape the classroom performances of about half of the students. The video tapes were later played back for discussion by the student and the supervisor. Students were most enthusiastic about the value of seeing themselves as they appeared in the classroom. This preliminary experience with video taping student teachers was so successful that plans are being made to tape all of the student teachers in the 1965 program. Permission to do so has again been granted by the Chicago Public Schools.

EVALUATION OF THE PROGRAM

As the program proceeds it is hoped that some objective measures will be developed which can be applied to an evaluation of the extent to which the goals of the program are actually achieved. For the present, however, it is necessary to rely on subjective appraisals made by the students, staff, and Chicago schools personnel. It is clear that for most of these persons participation in the program was a very vital and involving experience; consequently, their reactions are undoubtedly biased on the favorable side. Their enthusiasm for the experience and for the basic design of the program did not deter them from making suggestions with respect to deficiencies in its operation and possibilities for improvement.

Students were asked to record their reactions at the end of the program and again after they had returned to their home campuses and were approaching graduation. Sponsor teachers and principals evaluated the program less formally but as thoroughly through conferences with staff members and in their written appraisals of the performances of the student teachers. Staff members were asked to submit written evaluations of the program with suggestions for changes. Information gleaned from these sources permits the following conclusions:

1. The student teaching experience is highly regarded by everyone concerned with it. Students described it as "marvelous," "great," "the best student teaching experience available," or "among the most rewarding experiences of my life." Not a single student wrote anything which could be construed as an indication of disappointment with this aspect of the program. Sponsor teachers submitted very complimentary reports on the performances of the student teachers. When the program director visited the principals of schools in the spring

of 1965 to make student teaching placements for the 1965 group, she was told repeatedly that the performance of previous student teachers in the program was such that they would be pleased to have other student teachers from the Urban Semester Program.

2. The Urban Education Seminar was accepted as an important part of the total program, but there was some feeling that it could be improved by a) having fewer outside speakers and more discussion opportunities, and b) organizing small groups, perhaps by teaching field or interest in a particular teaching problem, for discussion purposes.

3. Reaction to the Urban Sociology Seminar was generally very favorable; however, as in the case of the Education Seminar, there was a marked sentiment among the students that they would have preferred more discussion and fewer outside speakers, even though many thought the speakers were very good. Another comment which occurred with sufficient frequency to influence planning for the 1965 program was that the reading assignments given over and above the summer readings were too extensive.

4. It is clear that living arrangements at the Del Prado Hotel are quite adequate, and the location convenient. The provision of a common room for use as a meeting and discussion center appears to be an important factor.

5. The selection of a student social committee and provision of a modest budget for its use was regarded favorably, although there is reason to believe that there was little social life which involved the whole group. Many students felt that the pressures of the program kept them from taking advantage of the vast cultural resources of Chicago.

6. Most of the students found the orientation phase helpful, even though many felt it was too rigorous, too formal, and too highly organized.

7. The purchase of library cards for the students from the University of Chicago ensures the availability of very satisfactory library resources.

8. All of the elementary student teachers and all but two of the secondary teachers emerged with positive attitudes toward teaching in urban schools. Both of the students who reported negatively did so in terms of their own personalities. "I guess I feel one still has to be a

pioneer to work under many of the conditions, and I'm not sure I have it in me to be able to put up with pioneering too long," and "My temper is too even either to discipline the students or to interest and motivate them."

9. Although student attitudes are very favorable toward teaching in an urban setting, most of the participants do not consider teaching in Chicago because the certification requirements and "red tape" involved in obtaining positions as fully qualified teachers there are too formidable.

The overall evaluation of the 1964 Urban Semester Program by the students who participated in it was unanimously favorable to the program. Aspects of the program that were selected for favorable comment were the two different teaching situations, the insights gained relative to educational and sociological problems of the metropolis, the contribution of the seminars in providing perspective for the teaching experiences, the range of teaching opportunities presented, the living situation, and the opportunity to profit from the cultural activities of the city.

The major adverse comment fro. the students was their frustration over not having enough time to do all the important and attractive things there were to do.

THE 1963 URBAN SEMESTER PROGRAM IN RETROSPECT

In the fall of 1964 an inquiry was addressed to the 1963 participants for information relating to two factors: (a) whether subsequent experiences had changed their opinions regarding the strengths and weaknesses of the program, and (b) if the Urban Semester experience had influenced their attitudes toward college, social life, interest in "causes", choice of teaching position, graduate study, ultimate vocational goals, or in any other respect. The replies were unanimous in expressing the opinion that time had confirmed and strengthened their initial favorable appraisals of the program. The responses relating to attitudinal changes were very diverse, but there were some reply clusters. The most common was an indication that the Urban Semester experience had given new meaning and value to college work. They felt they had matured more rapidly than the students who had spent their time on campus. Some had changed their ultimate vocational goals as a result of learning of the psychic rewards to be gained from teaching pupils of lower socio-economic backgrounds. One respondent attributed his decision to join

the Teachers for East Africa Program and his decision to enter graduate school upon his return from Africa to the Urban Semester experience.

All of the respondents indicated a desire to receive information about the 1964 program, and many wondered if it would be possible to have a reunion. It is clear that a great esprit de corps developed among the members of this group.

FOLLOW-UP OF THE 1963-1964 PARTICIPANTS

During the summer of 1965, follow-up questionnaires were sent to the graduates of the 1963 and 1964 programs. Replies were received from twenty-one of the twenty-four participants in the 1963 group and from twenty-three of the twenty-seven students in the 1964 program. The information obtained revealed that a substantial proportion of the graduates of each program are teaching, 70.8% of the 1963 group and 77.8% of the 1964 group. Two persons, representing 8.3% of the 1963 group, are attending graduate school, and two are engaged in work other than teaching. One of the 1964 group is in graduate school and another is engaged in social work in the city of Chicago. More information is included in the alumni newsletter, Appendix K of this report.

CONCLUSIONS

Conclusions with respect to the program based upon two years' experience are:

1. The public schools of Chicago provide an excellent setting for student teaching experiences. Many features contribute to this result, e.g., able sponsor teachers, the availability of a variety of teaching placements, effective cooperation from Chicago School personnel, and the intensity of the current problems that are the focus of conflict and serious study.

2. The experience of teaching in inner-city schools not only gives the student teacher an awareness of the problems, but also gives him an opportunity to taste the rewards and satisfactions of teaching students in these schools.

3. The two seminars play a necessary role in achieving the goals of the program; however, further efforts must be made to improve them.

4. The dual teaching experience has special advantages. It makes possible greater insights into the range of problems encountered in modern education and their economic and sociological foundations. The experience of working with two sponsor teachers who may differ greatly in teaching approach encourages the student to develop his own teaching style, characterized by some originality and emulation rather than imitation. It also permits the student to escape the continuing results of early mistakes, thereby enabling him to start anew and to grow in self-confidence.

5. The residential (but off campus) feature of the program makes possible the development of a true community of scholar teachers. The opportunity to discuss problems and share experiences in a setting free from activities or responsibilities not relevant to the pedagogical role creates an ideal learning climate, one which fosters an identification with teaching as a profession.

6. The intensive supervision given student teachers in the classroom by the college supervisor and his availability for consultation during planning sessions remains one of the greatest strengths of the program. Students are visited at least once each week in class, and there are few days when supervisor and student teacher do not converse at the hotel.

7. Most of the students emerge from the program with a desire to teach in a school serving a lower socio-economic community. It is apparent that they are communicating this attitude to fellow students when they return to their home campuses. For these reasons, although there is as yet little tangible evidence to report, it seems reasonable to conclude that the program is changing images of the inner-city schools which should eventually result in greater numbers of teachers for these classrooms.

8. The program is having a significant impact on teacher education at the member colleges. A number of campus representatives have reported that students who would not otherwise participate in a teacher education program are doing so because the Urban Semester has given emphasis to the social service aspect of teaching.

9. Maximum effectiveness in the performance aspects of the program will be achieved only when the program is manned by a continuing staff of faculty members which can build each year upon the previous year's experience. Although the appointment of a continuing director has minimized problems in certain areas, there are still difficulties which are being repeated each year. These are especially apparent in the two seminars, the unique character of which makes accumulated knowledge and experience in the Chicago environment especially important.

11/15/65

APPENDIX A

1964 ACM URBAN SEMESTER PROGRAM

STUDENT PARTICIPANTS

Student	College	Home Town
Mary Jo Anderson	Cornell	Deer Grove, Illinois
Carole Berg	St. Olaf	Evergreen Park, Illinois
Julie Caldwell	Monmouth	Newton, Iowa
Marilyn Davy	Beloit	Kirkland, Illinois
Barbara DeLong	Knox	Neenah, Wisconsin
Eleanor Eisenhard	Monmouth	Alburtis, Pennsylvania
Alice Fischer	Monmouth	Alpha, Illinois
Bruce Fredrickson	St. Olaf	Mahtomedi, Minnesota
Nan Garton	Knox	Sheboygan, Wisconsin
Janet Hamly	Monmouth	Chicago, Illinois
Beth Hawkins	Beloit	Park Forest, Illinois
Gail Johnson	Carleton	Duluth, Minnesota
Sally Johnson	Carleton	Birmingham, Michigan
Jill Kettlestrings	Cornell	Oak Park, Illinois
Kathryn Krider	Carleton	South Bend, Indiana
Karen Krisac	Coe	Toms River, New Jersey
Alan Manson	Lawrence	Madison, Wisconsin
Carol McMaster	Monmouth	Altona, Illinois
Kaffie Pickens	Lawrence	Chicago, Illinois
Carole Praet	Monmouth	Deerfield, Illinois
Phyllis Prehn	Coe	DeWitt, Iowa
Suellen Ross	Knox	Oak Park, Illinois
Carol Severson	St. Olaf	Villa Park, Illinois
Annette Shuck	Cornell	Bartonville, Illinois
Harriet Southerlan	Monmouth	Eureka, Illinois
Elaine Varda	Knox	Lyons, Illinois
Judith Watson	Knox	Denver, Colorado

APPENDIX B

1964 ACM URBAN SEMESTER PROGRAM

ORIENTATION SCHEDULE

September 2-7, 1964

Wednesday, September 2

A.M. and P.M.	Participants arrive at Del Prado Hotel, Chicago	
9:00 P.M.	Meeting of participants in Room 854, apartment of Ben T. Shawver, Faculty Director. (Students who arrive too late for this meeting should telephone Mr. Shawver's apartment upon arrival.)	

Thursday, September 3

A.M. and P.M.	District Orientation Programs, Chicago Public Schools	
8:30 P.M.	Del Prado Hotel	
	Introductions	Julie Caldwell and Alice Fischer Committee in charge of arrangements
	ACM: A New Concept in Higher Education, Its Programs and Their Purposes	Blair Stewart President, ACM
	Refreshments and informal visiting	Julie Caldwell and Alice Fischer

Friday, September 4

10:00 A.M.	Harper Library, University of Chicago. (Assemble near entrance to Room M 11 at 9:45 A.M.)	
	Acquaintance with library resources and privileges accorded participants in Urban Education Program	Donald M. Thomas, Librarian University of Chicago
1:30 P.M.	Chicago Board of Education Offices, 228 North LaSalle Street. (Assemble at main entrance at 1:15 P.M.)	
	The services of the Curriculum Center and the Division of Libraries	Evelyn F. Carlson Associate Superintendent Chicago Public Schools
3:30 P.M.	The Chicago Public Library, Randolph and Michigan. (Assemble at Randolph Street entrance at 3:15 P.M.)	
	Tour of Chicago Public Library Central Building	Elda Colombo Head Education Department

1964 ORIENTATION SCHEDULE URBAN SEMESTER PROGRAM

Saturday, September 5

8:45-11:45 A.M. Del Prado Hotel

Urban Education Seminar
Ben T. Shawver, Faculty Director and
Supervisor of Secondary Student Teachers
Mary A. Schuette
Supervisor of Elementary Student Teachers

2:00-4:00 P.M. Del Prado Hotel

Urban Sociology Seminar
Gloria Count van Manen, Instructor

Sunday, September 6

A.M. Attendance at religious services of participants' choice is suggested.

P.M. A group activity. (Plans to be discussed Saturday morning.)

Monday, September 7

9:00-11:30 A.M. Del Prado Hotel

Examination over readings assigned in Urban Education
Ben T. Shawver and Mary A. Schuette

12:00 Noon Place to be announced

Luncheon meeting of staff

2:00-4:30 P.M. Del Prado Hotel

Examination over readings assigned in Urban Sociology
Gloria Count van Manen

8:00 P.M. Del Prado Hotel

The Urban Education Program: Guidelines for 1964
Helen Berwald, Director
ACM Programs in Teacher Education

APPENDIX C

1964 ACM URBAN SEMESTER PROGRAM

SUMMER READING ASSIGNMENTS

Sociology Seminar
(assigned by Mrs. van Manen)

The Editors of FORTUNE: The Exploding Metropolis, Doubleday Anchor Books, Doubleday & Co., Inc., Garden City, New York, 1958. (to be read in toto)

Michael Harrington: The Other America, Poverty in the United States, Penguin Books, Baltimore, Maryland, 1962. (to be read in toto)

Paul K. Hatt and Albert J. Reiss, Jr. Editors: Cities and Society, The Free Press, Glencoe, Illinois, 1957, pp. 3-11, 17-21, 46-63, 79-82, 175-178, 223-224, 237-247, 283-295, 311-314, 382-392, 393-396, 397-423, 477-481, 491-499, 631-634, 739-742, 815-825.

Education Seminar
(assigned by Mr. Shawver and Miss Schuette)

A. Harry Passow, Editor: Education in Depressed Areas, Bureau of Publications, Teachers College, Columbia University, New York, 1963. (to be read in toto)

U.S. Department of Health, Education, and Welfare. Programs for the Educationally Disadvantaged. Office of Education, Bulletin No. 17, U. S. Government Printing Office, 1963. (to be read in toto)

U. S. The Educational Policies Commission. Education and the Disadvantaged American. National Education Association of the United States, Washington 6, D. C., Library of Congress Catalog Card Number 62-12621, 1962. (to be read in toto)

APPENDIX D

1964 ACM URBAN SEMESTER PROGRAM

BIBLIOGRAPHY FOR SEMINAR IN URBAN EDUCATION

Urban Education

Ausubel, David P., "How Reversible are the Cognitive and Motivational Effects of Cultural Deprivation? Implications for Teaching the Culturally Deprived Child," Urban Education, 1:16-38, Summer, 1964.

Bloom, Benjamin S., Stability and Change in Human Characteristics. New York: John Wiley, 1964.

The importance and influence of early environment and experience is summarized on pages 214-216. This summary will be taken into account by planners of pre-school and compensatory educational programs.

Clift, Virgil A., "Factors Relating to the Education of Culturally Deprived Negro Youth," Educational Theory, 14:76-82, April, 1964.

The Educational Policies Commission, Education and the Disadvantaged. Washington, D.C.: National Education Association, 1962.

A statement by twenty educators regarding the roots of cultural disadvantage, the challenge to the school, responses indicated for American public education, and the role of public policy in the improvement of the education of the disadvantaged.

Havighurst, Robert J., and Bernice L. Neugarten, Society and Education. Boston: Allyn and Bacon, Inc., 1962.

See especially Chapter 13, "Metropolitan Development and Educational Problems," pages 322-348.

Kornberg, L., "Slum Children and New Teachers," Journal of Negro Education, 32:74-80, Winter, 1963.

An account of experiences of college and demonstration-center teachers during a case conference.

Levine, Daniel, "Coeducation: A Contributing Factor in Miseducation of the Disadvantaged," Phi Delta Kappan, 46:126-128, Nov. 1964.

A coeducational classroom in low-income communities simultaneously encourages boys to act out scholastically dysfunctional stereotypes and increases the likelihood that they will experience lack of success.

Passow, A. Harry (Editor), Education in Depressed Areas, New York: Teachers College, Columbia University, 1963.

See especially Part II, "Psychological Aspects of Education in Depressed Areas," pages 101-179, and "Factors Affecting Educational Attainment in Depressed Urban Areas," pages 68-99.

U.S. Department of Health, Education, and Welfare, Office of Education, Programs for the Educationally Disadvantaged. Washington, D.C.: United States Government Printing Office, 1963.

A report of a conference on teaching children and youth who are educationally disadvantaged, May 21-23, 1962, Washington, D.C.

U.S. Department of Health, Education, and Welfare, School-Home Partnership in Depressed Urban Neighborhoods. Washington, D. C.: United States Government Printing Office, 1964.

A report of some promising practices for enlisting the active cooperation of parents in the education of their children. These are reports from twenty schools in depressed residential neighborhoods of five large urban school districts.

Weinberg, Meyer, Learning Together: A Book on Integrated Education. Chicago: Integrated Education Associates, 1964.

A book which includes reprints of first year's issues of Integrated Education. There is a bibliography of about 300 references at the end of the book.

Chicago Public Schools

Bell, John Wesley, The Development of the Public High School in Chicago. Chicago: Private Edition, Distributed by the University of Chicago Libraries, 1939.

Chicago, Board of Education, Advisory Panel on Integration of the Public Schools, Integration of the Public Schools, City of Chicago. Advisory Panel on Integration of the Public Schools, March 31, 1964. Philip M. Hauser, Chairman.

Columbia University, Teachers College, Institute of Educational Research, Division of Field Studies, Report of the Survey of the Schools of Chicago, Illinois. George D. Strayer, Director. New York: Bureau of Publications, Teachers College, Columbia University, 1932.

Dewey, H.E., "School Administration in Chicago: 1890 to 1924," American School Board Journal, 96:42-4, February, 1938.

There is an excellent bibliography. The account is continued through 1936 in subsequent numbers of the same journal, namely, May, 1938, pages 47-48 and July, 1938, pages 31-32.

The Educational Commission of the City of Chicago, Report of the Educational Commission of the City of Chicago. Chicago: The Lakeside Press, 1899.

William R. Harper, President, University of Chicago, served as chairman of the Commission. Appointed by Carter H. Harrison, Mayor, the members submitted, after a year's study, recommendations in regard to the administration of the public schools of Chicago. The Otis law, enacted almost two decades later, was an outgrowth of the work of the Commission.

Foley, L., and E.E. Keener, "Bit-time Superintendent," Phi Delta Kappan, 35:207-10, February, 1954.

An account of the superintendency of Herold C. Hunt. The authors describe the conditions which confronted Hunt as he became superintendent in 1947 and the changes which occurred subsequently.

Havighurst, Robert J., The Public Schools of Chicago: A Survey for the Board of Education of the City of Chicago. Chicago: The Board of Education, 1964.

This report was presented to the Board of Education in November, 1964. Reading of it should be required of all persons anticipating teaching in the Chicago Public Schools. Competent authorities view the report as sound and timely.

Lemmer, Kenneth H., and Simon L. Friedman, (Compilers), The School Code of Illinois. Springfield, Illinois: The Office of the Superintendent of Public Instruction, State of Illinois, 1961.

See especially, Article 34. This sets forth the statutory provisions for the operation of schools in cities over 500,000 inhabitants.

Pois, Joseph, The School Board Crisis. Chicago: Educational Methods, Inc., 1964.

See especially, Chapter II, "The Role of the Board," and Chapter III, "The Selection of Board Members."

Romberg, Hildegrade, The Origin and Development of the Public Elementary Schools in Chicago, Illinois. Chicago, Illinois, August, 1935. A dissertation submitted in fulfillment of degree requirements at the University of Chicago.

APPENDIX E

1964 ACM URBAN SEMESTER PROGRAM

BIBLIOGRAPHY FOR SEMINAR IN URBAN SOCIOLOGY

Instructor, Gloria Count van Manen

Text: Paul K. Hatt and Albert J. Reiss, Jr.: Cities and Society, The Free Press, Glencoe, Illinois, 1957.

I. Human Communities

Marvin B. Sussman, editor: Community Structure and Analysis, pp. 15-36, Community Typology
Hatt Reader, pp. 35-45, Community Size & the Rural Urban Continuum
Hatt Reader, pp. 46-63, Urbanism as a Way of Life
Sussman Reader, pp. 438-444, Neighboring and Primary and Secondary Relations
Hatt Reader, Introduction to the Nature of the City, pp. 17-21
Introduction to Urbanization, pp. 79-82
Introduction to Urban Settlement, pp. 175-178

II. Ecology of the City

Anselm L. Strauss: Images of the American City, pp. 52-67

George Theoderson: Studies in Human Ecology, pp. 37-44, The Growth of the City
Hatt & Reiss: pp. 237-347, The Nature of Cities
Sussman: pp. 61-92, Wendell-Bell Area Analysis
Hatt Reader: pp. 223-226, Introduction to Spatial Patterns

III. Social Stratification

Hatt Reader: pp. 393-396, Introduction to Stratification
Herbert J. Gans: The Urban Villagers, pp. 229-278, The Sub-cultures of the Working Class, Lower Class, and Middle Class
Hatt Reader: pp. 397-410, Classes in a Midwestern Community
Hatt Reader: pp. 467-476, The Negro and the Job Ceiling
Robert A. Ellis and W. Clayton Lane: "Structural Supports for Upward Mobility", pp. 743-786, American Sociological Review, Oct., 1963, vol. 28, no. 5
Aaron Antononovsky and Melvin J. Lerner, "Occupational Aspirations of Lower Class Negro and White Youth." Social Problems, Fall, 1959, vol. 7, no. 2, pp. 132-138

IV. Social Structure: Institutions and Organizations

Hatt Reader, pp. 471-481, Introduction to Institutions
Harvey W. Zorbough: The Gold Coast and the Slum, skim.

Louis Wirth: The Ghetto
pp. 1-10, 195-240,282-291
Karl Taeuber: "Negro Residential Segregation", Social Problems, vol. 12, no. 1, Summer, 1964, pp. 42-50
Jane Addams, Twenty Years at Hull House, pp. vii-xvi, pp. 90-100
Hatt Reader: pp. 490-499, Negro Family Life
pp. 576-590, Racketeering
pp. 597-606, The Urban Press
pp. 617-630, Moral Integration of Cities
pp. 722-729, Urban Structure and Social Participation
Sussman: pp. 269-287, The Patterns of Womens' Organizations
pp. 288-308, Community Councils
pp. 355-387, The Church: Ecological and Attitudinal Factors in Desegregation
pp. 537-554, The City, Factory, & Economic Growth
Wm. C. Kvaraccus & Walter H. Miller, Delinquent Behavior, The School as a Social Institution, pp. 142-147
Jacob W. Getzels and Philip W. Jackson: "Family Environment and Cognitive Style." American Sociological Review, June, 1961, vol. 26, no. 3, pp. 351-359
Edward C. Banfield, Urban Government: A Reader in Politics & Administration: pp. 132-180, 299-330,317-324, 340-413, 515-534, 563-572.

V. Social Problems

Ernest W. Burgess & Donald J. Bogue (eds.): Contributions To Urban Sociology, Family Disorganization, pp. 493-541; The Delinquency Research of Clifford Shaw & Henry McKay, pp. 591-615; Social Change & Prejudice, pp. 373-388
William Foote Whyte: Street Corner Society,pp. 255-276
Sussman Reader: pp. 388-409, Social Stress & Mental Illness in the Community
Leo Srele et al: Mental Health in the Metropolis, vol. 1, pp. 216-236
St. Clair Drake & Horace R. Cayton: Black Metropolis, pp. xvii-xxxiv, Introduction by Richard Wright
Michael Harrington: The Other America, Poverty in the U.S.
Hatt Reader, Introduction pp 631-634: The Urban Dweller

VI. Urban Planning

Hatt Reader, pp. 739-742, Introduction: The City as an Artifact
Herbert Gans: The Urban Villagers, pp. 305-355
Peter H. Rossi and Robert A. Dentler: The Politics of Urban Renewal, pp. 158-190, South West Hyde Park: A Case of Failure To Achieve Popular Consensus; pp. 276-292, Implications.
Elizabeth Geen (ed.): Man and The Modern City, pp. 97-111, "Continuing Education for Urbanism"
The Editors of Fortune: The Exploding Metropolis

APPENDIX F

1964 ACM URBAN SEMESTER PROGRAM

FIELD TRIPS IN 1964

Field trips, undertaken during the 1964 session were:

Columbus Day, Monday, October 12 - Laboratory Schools, University of Chicago, under the leadership of school hostess.

Saturday, October 31 - City of Chicago, especially the inner city, under the leadership of Don Bradley, Department of Sociology, University of Chicago.

Monday, November 2 -- (1) Spalding Schools (for physically handicapped children) under the leadership of Dr. Frances A. Mullen, Assistant Superintendent in Charge of Special Education, Chicago Public Schools, and Miss Evelyn K. Albert, Principal of Spalding School; (2) Medill Elementary School, under the leadership of Mrs. Miriam A. Potnick, Principal; (3) Bureau of Research, Development, and Special Projects, Board of Education, under the leadership of Dr. Philip Lewis, Director.

Tuesday, November 3 - (1) Ridgewood High School, Norridge, under the leadership of Eugene R. Howard, Superintendent, Roger Kampschroer, Administrative Intern, and Beecham Robinson, Director, Demonstration Center for the Education of Gifted Children (visited by elementary school candidates during the morning and secondary school candidates during the afternoon); (2) Oak Park and River Forest High School, Oak Park, under the leadership of A. Harris Moeller, Director, Demonstration Center for the Education of Gifted Children (visited by secondary school candidates during the morning); (3) Special Education Program, Proviso Township, under the leadership of Miss Cleone O'Brien, Director of Special Education (visited by elementary school candidates during the afternoon).

Wednesday, November 4 - (1) Oakenwald North Branch in Washington Park Homes; distinctive feature: K-2 grades in ground-level apartments of high-rise housing; (2) Albert Einstein Elementary School; distinctive feature: discussion of special summer school program by Mrs. Alice Gordon, Principal, and a parent-coordinator; (3) William J. and Charles H. Mayo Elementary School; distinctive feature: reading laboratory; (4) Stephen A. Douglas Elementary School; distinctive feature: Douglas School Special Project (a dropout project); (5) Dunbar Vocational High School; distinctive features: meeting with Mr. Neal Duncan, Assistant Superintendent in Charge of Vocational Education, and tour of school (claimed to be world's outstanding vocational high school); (6) John B. Drake Vocational Guidance and Education Center; distinctive feature: location of a drop-out project; (7) Mrs. Louise G. Daughtery, District Superintendent, District 11, and Director of Chicago Project, Great Cities Program for School Improvement, and Mrs. Alfred L. Rudd, Assistant Director of Chicago Project, arranged visits and provided leadership for same.

APPENDIX G

1964 ACM URBAN SEMESTER PROGRAM

STUDENT TEACHING PLACEMENTS

Student Teacher	Sponsor Teacher	School	Subject/Grade, Ability Level
SECONDARY SCHOOLS			
Carole Berg	Mrs. Jacklin Soltysinski	Bowen	English - 10; honors English -12; regular
	Mrs. Emma Howard	Phillips	English - 9; basic English -11; regular
Bruce Fredrickson	Mr. Edmond Parker	Gage Park	Contemporary American History I - 12; regular American History - 12; advanced placement
	Mr. Fredrick Sears		Modern World History I - 10, 11, 12; essential
	Mr. Walter Parker	DuSable	Modern World History - 10, 11, 12; regular
	Mr. Saul Mendelson		Contemporary American History - 12; regular
Janet Hamly	Mr. Vern Vanderah	Taft	German 3 - 10, 11; regular
	Mrs. Gisela Schubert		German 1 - 9, 10; regular
	Mrs. Enid Turner	Hyde Park	German - 11; regular German - 10; regular
Beth Hawkins	Miss Donatta Yates	Fenger	U.S. History 1 - 11; advanced placement
	Mrs. Marge Mooney		U.S. History 1 - 11; regular
	Miss Evelyn Page	Wells	English Literature - 11; regular
	Dr. Joseph Teplin		Contemporary American History I - 11, 12; regular
Gail Johnson	Miss Merle Weiss	Bowen	Contemporary History - 12; honors
	Miss Johanna Hosteny		American History - 1; essential
	Miss Laurie Williams	Juliette Low	Social Studies - 7; regular
	Mrs. Dorothy Raven		Social Studies - 8; regular
Sally Johnson	Mr. Robert A. Nesbitt	South Shore	Modern World History II - 10, 11, 12, regular
	Miss Grace Carone	Ogden	U.S. History I - 7; mixed U. S. History II - 8; mixed

Kathy Krider	Mrs. Marge Mooney	Fenger	U.S. History I-11; honors
	Mrs. Elaine Glatt		Contemporary American History II -12; regular
	Mr. Robert Johnson	Phillips	Contemporary American History I - 12; regular
			Contemporary American History II - 12; regular
Karen Krisac	Mr. Seymour Janowitz	South Shore	English Grammar and Composition - 12; essential
			American Literature - 10; honors
	Miss Jessie Mitchell	Phillips	American Literature - 10; honors
			American Literature - 10; essential
Alan Manson	Mrs. Muriel Miller	Bowen	English - 9; honors
			English - 9; essential
	Mr. R. Weitzel	Hyde Park	English -12; honors
			English -12; essential
Kaffie Pickens	Mrs. Mildred Bunche	Harlan	Biology - 10, 11; regular
			Biology - 9; honors
	Miss Alba Biagini	Bowen	Biology - 9; honors
			Biology -10; regular
Carole Praet	Miss Martha Prikopa	Wells	Art I (High School); regular
			Art II (mixed classes); regular
	Mr. Roger Carlson	Harlan	Studio Art - 11, 12;regular
			Art I - 9,10; regular
	Mrs. Lokanc		Art I - 9,10; regular
			Art II - 10, 11; regular
Carol Severson	Mr. Frank J. Maes	Lane	Chemistry - 12; advanced placement
			Chemistry - 10; regular
			Chemistry - 12; regular
	Miss Verdelle Widegran	Ogden	General Science - 7; mixed
			General Science - 8; mixed
Annette Shuck	Mr. Kenneth Singer	Bogan	U. S. History - 11; regular
	Mr. Edward Thomas	DuSable	U. S. History I - 11A; regular
	Mrs. Terry Leonard		Modern World History - 10B; essential

Harriet Southerlan	Mr. Robert Healey	Gage Park	English VI - 11; regular
	Miss Jeanette Sperka		English I - 9; regular
	Mrs. LaVerne White		English, Grammar -7;regular
	Mr. E. L. Warnik		English, Reading-8;regular
Elaine Varda	Miss Joy Alfonsi	Lake View	French II - 10, 11, 12; superior
			Advanced French - 11, 12; superior
	Mrs. Helen Jefferson	Wells	French I - 9/10; regular
			French I and II - 10, 11; essential

ELEMENTARY SCHOOLS

Mary Jo Anderson	Mrs. Mildred Tweedle	McDowell	Grade 6
	Mrs. Roberta Johnson	Medill Primary	Grade 3
Julie Caldwell	Miss Ruth Johnson	Bryn Mawr	Grade 5
	Mrs. Olga Davis	Tesla	Grade 2
Marilyn Davy	Mrs. Rovner (team leader) and Mrs. Ann Mendelson	Bell	Primary team teaching
	Mrs. Eiko Sumida	Doolittle UGC	Grade 5
Barbara DeLong	Mrs. Mary Gallagher	Anthony Branch	Grade 1
	Mrs. Barbara Heard	Byrd	Grade 3
Eleanor Eisenhard	Mrs. Alice James	Libby	Ungraded Primary
	Miss Ethel Hutchins	Carver Primary	Grade 3
Alice Fischer	Mr. Cooper	Avalon Park	Grade 5
	Mrs. Rebecca Love	Doolittle	Grade 3
Nan Garton	Miss Kathleen Morrison	Bradwell	Grade 5
	Mrs. Evangeline James	Farren	Grade 2
Jill Kettlestrings	Miss Alice Rubovits	Mann	Grade 1
	Mrs. Nancy French	Carver Primary	Grade 3
Carol McMaster	Miss Maureen O'Connor	Avalon Park	Grade 1
	Mrs. Evelyn Reffells	Dumas	Grade 5
Phyllis Prehn	Miss Katherine O'Leary	Libby	Ungraded Primary
	Mrs. Miriam Aaron	Tesla	Grade 5
Suellen Ross	Mrs. Cecil Keohane	Goldsmith	Grade 1
	Mrs. Barbara LaFue	Farren	Grade 4
Judith Watson	Mrs. Davida Strauss	Mann	Grade 4
	Mrs. Valinda Orr	Medill Primary	Grade 2

APPENDIX H

1964 ACM URBAN SEMESTER PROGRAM

EXTRA-CLASS SCHOOL ACTIVITIES

Activity	Number of Participating Students Elementary (12 students)	 Secondary (15 students)
Work with truant officer	--	5
Attendance of		
Faculty meetings	12	15
Professional meetings	7	5
School social events	9	12
PTA meetings	11	9
Assistance with		
Guidance and counseling	--	14
Assistance in		
Attendance office	--	3
School Office	--	13
Library	--	2
Bookroom	--	3
Supervision of		
Assemblies	7	10
Fire drill	--	2
Science fair	--	4
Hallways	9	11
Study halls	2	10
Pupils during recess	9	2
Lunchroom	4	6
Participation in		
Division work (home room)	--	15
Field trips	10	3
Parent-teacher conferences	9	6
Tutoring students	3	9
Working with student clubs	--	8
Conferences with school personnel	12	15

APPENDIX I

1964 ACM URBAN SEMESTER PROGRAM

TEACHING AND OBSERVING TIMES

Student	Regular Hours Taught	Hours Taught as Substitute	Hours Assisted	Hours Spent in Observing
SECONDARY				
Carole Berg	82.00	6.00	1.75	84.59
Bruce Frederickson	82.00	21.50	6.00	79.00
Janet Hamly	65.60	16.67	4.83	102.09
Beth Hawkins	101.34	12.01	24.16	24.16
Gail Ann Johnson	79.17	7.00	6.75	74.50
Sally M. Johnson	66.26	3.42	1.25	82.41
Kathy Krider	72.00	6.00	0.00	99.50
Karen Sue Krisac	73.35	0.00	2.00	99.33
Alan Manson	76.92	7.75	5.00	96.50
Kaffie Pickens	102.40	8.58	3.75	35.34
Carole Praet	117.99	2.00	61.33	31.01
Carol Severson	100.17	8.09	22.45	98.48
Annette Shuck	107.33	9.07	1.00	49.76
Harriet Southerlan	62.02	4.00	1.34	63.03
Elaine Varda	70.69	4.83	0.00	110.24
ELEMENTARY				
Mary Jo Anderson	85.00	8.50	58.50	75.00
Julie Caldwell	102.00	36.50	45.00	64.50
Marilyn Davy	63.00	19.00	52.50	114.00
Barbara De Long	76.00	6.00	25.00	190.50
Eleanor Eisenhard	74.00	4.50	30.50	145.50
Alice Fischer	108.00	18.00	26.00	94.50
Nan Garton	97.00	16.00	23.50	82.00
Jill Kettlestrings	61.00	14.00	55.50	74.00
Carol McMaster	106.00	19.50	37.00	96.50
Phyllis Prehn	132.00	14.00	40.00	131.50
Suellen Ross	74.00	23.50	25.50	124.00
Judith Watson	119.00	2.00	40.00	116.00

Regular Teaching Hours, Secondary

Range: 62.02 - 117.99
Mean: 83.95
Median: 82.00

Regular Teaching Hours, Elementary

Range: 63 - 132
Mean: 91.42
Median: 91.00

HANDBOOK FOR

SPONSOR TEACHERS AND ADMINISTRATORS

IN SCHOOLS COOPERATING WITH THE

ACM-CHICAGO SCHOOLS URBAN SEMESTER PROGRAM

ASSOCIATED COLLEGES OF THE MIDWEST
SEPTEMBER, 1965

OFFICE OF THE DIRECTOR
ACM PROGRAMS IN TEACHER EDUCATION
CARLETON COLLEGE
NORTHFIELD, MINNESOTA

CENTRAL ACM OFFICE
60 WEST WALTON STREET
CHICAGO, ILLINOIS 60610

TO COOPERATING SCHOOL PERSONNEL:

This HANDBOOK FOR SPONSOR TEACHERS AND ADMINISTRATORS *has been prepared to facilitate cooperation and unity of action through an understanding of the role each person is to play in a relatively complicated process involving school personnel, college supervisors and college students. A deliberate attempt has been made to include clarifying information relative to questions most frequently raised.*

It must be pointed out that the handbook is not considered a rigid, permanent document but a statement of current policy and procedure. We earnestly solicit your recommendations for additions, deletions or modifications. We hope that appropriate modifications will be made for individual student teachers but, for the sake of some sort of uniformity and continuity, we ask that any such modifications be discussed with the ACM supervisor.

The importance of your contribution to the student teaching experience cannot be overemphasized. We hope that you will gain satisfaction from a challenging and enriching association with our student teacher and from the knowledge that the time and energy you devote to your task constitute vicarious participation in the education of tomorrow's children.

Helen D. Berwald, Director
ACM Programs in Teacher Education

TABLE OF CONTENTS

Page

I. The Associated Colleges of the Midwest. 1

II. The Urban Semester Program. 1
- A. General Program Description 1
- B. The 1965 Program 4
  - Calendar. 4
  - Student Participants 6
  - Staff 6
- C. The Student Teaching Experience 8
  - General Description 8
  - Responsibilities of the Student Teacher 11
  - Responsibilities of the Sponsor Teacher 13
  - Responsibilities of the Principal 16
  - Responsibilities of the ACM College Supervisor. . .17

List of student participants
showing college and home addresses . . . . . .Appendix A

Evaluation form and employment reference
to be completed by sponsor teacher . . . . . .Appendix B

List of Urban Semester Committee Members. . . . . .Appendix C

Profile sheet for student teacher . . . . . .Appendix D

Enclosures for Sponsor Teachers

2 extra copies of evaluation form
2 extra copies of employment reference form
1 envelope for returning completed forms

I. THE ASSOCIATED COLLEGES OF THE MIDWEST

The Associated Colleges of the Midwest, founded in 1958, is an association of ten coeducational, liberal arts colleges, designed to increase the educational effectiveness and operating efficiency of its members. Colleges included are: Beloit, Carleton, Coe, Cornell, Grinnell, Knox, Lawrence, Monmouth, Ripon and St. Olaf.

The Association operates numerous programs in addition to the Urban Semester. Among these have been: (1) an Argonne Semester which permits ACM faculty and selected advanced science students to do research at the Argonne National Laboratory in cooperation with staff scientists; (2) a Foreign Language Program which offered workshops for ACM foreign language teachers and conducted a large-scale testing of procedures and hypotheses with respect to language learning; (3) summer programs in biology and geology at a wilderness field station in the Quetico-Superior area of Northern Minnesota; (4) a work-study program in India for undergraduates in cooperation with the University of Wisconsin; (5) a Latin American program of training and research in tropical ecology and related social sciences conducted in Central America; (6) a program of cooperation with Cuttington College in Liberia which permits faculty members and recent graduates of ACM colleges to assist in meeting urgent staff needs at Cuttington and to profit from the research and professional opportunities to be found there; (7) a joint program with the Newberry Library providing opportunities to ACM faculty and selected advanced students for research in the humanities; and (8) an annual conference for students from member colleges on a topic of current interest and importance.

II. The URBAN SEMESTER PROGRAM in Teacher Education

A. General Program Description

The Urban Semester Program, offered for senior students from ACM colleges, is designed to provide an effective practice teaching

opportunity to selected candidates from member colleges, and to acquaint them with urban conditions and urban schools, with the dynamics of urban sociology, and with the challenges and opportunities for broadly trained persons in the school systems of America's urban centers.

The major components of the program are two student teaching experiences in contrasting school situations, a seminar in urban education, and a seminar in urban sociology. Students and faculty supervisors live together in what constitutes a "house system" in an effort to create a community of apprentice teacher-scholars in which individual and joint experiences combine to promote intellectual and personal development. Students are encouraged to take advantage of the cultural opportunities in Chicago and to attend the opera, ballet, plays, lectures and other events.

Participants in the program reside in Chicago from the first part of September until the beginning of the Christmas recess in the public schools. Students receive a full semester or term of academic credit from their home colleges.

Faculty and student participants are selected by a committee of ACM faculty members and the ACM administrative staff. Approximately twenty-five students are chosen on the basis of qualifications rather than on a college quota system. Eligibility is limited to those meeting the following qualifications:

A. Applicants must be students who are preparing to teach in public elementary and secondary schools;
B. Applicants must have fulfilled prerequisites in educational or adolescent psychology (secondary program) or child psychology (elementary program), principles of education and special methods;
C. Applicants must have completed at least three years of undergraduate work at their home colleges;
D. Applicants must be unmarried;
E. Each candidate must have the approval of the Teacher Education Committee and/or the Department of Education on his home campus, plus that of the Chairman of the Department in which he is majoring.

Selections are made on the basis of previous academic performance, teaching potential and personal characteristics as reported in recommendations and other records from the student's home college.

The staff for the program consists of (a) a director who holds a continuing appointment, (b) a faculty director appointed to the program each year who also serves as a student teaching supervisor, (c) a second student teaching supervisor, (d) a professor of urban sociology, (e) a member of the professional staff of the Chicago school system who serves as a liaison person and assists in planning the program and placing the student teachers, and (f) sponsor teachers and principals in Chicago schools. In addition, specialists from the Chicago Public Schools and authorities from other agencies and universities act on invitation as resource persons for the seminars.

Financial support for the program is provided by the Danforth Foundation. Participating students pay no more than the cost of a regular term at their home colleges. Major policy decisions regarding the program are made by a committee of ten persons, one from each of the member colleges, and are subject to the approval of the Chicago Public Schools. (Appendix C contains a list of the committee members.)

The program is conducted with the cooperation of the Chicago Board of Education which contributes to its support by offering the services of its administrative staff, supervising teachers and its facilities.

The University of Chicago has also assisted in the program by making available housing, classrooms, and library facilities.

B. The 1965 Urban Semester Program Calendar

September 2, 1965

9:00 a.m.	Meeting of students and faculty in Common Room
10:00 a.m. to 12:00 noon	Meeting of Urban Sociology Seminar in Common Room, Sydney Kronus, Instructor
12:15 p.m.	Staff Luncheon
2:00 p.m.	Visit to Chicago Board of Education Offices, Curriculum Center and Division of Libraries, 228 North LaSalle Street (Assemble at main entrance)

September 3

9:00 a.m. to 11:00 a.m.	Meeting of Urban Education Seminar in Common Room; Leslie J. Gustafson, Faculty Director of 1965 Urban Semester Program and Supervisor of Secondary Student Teachers; Mrs. Anna Beth Brown, Supervisor of Elementary Student Teachers
2:00 p.m.	Visit to University of Chicago Libraries (Assemble near entrance to Room M11, Harper Library)
8:00 p.m.	Meeting in Common Room to discuss Student Teaching Guidelines; Mr. Gustafson; Mrs. Brown; Helen D. Berwald, Director, ACM Programs in Teacher Education

September 4

9:00 a.m. to 11:30 a.m.	Meeting of Urban Sociology Seminar, Common Room

1:30 p.m. to 4:00 p.m.	Meeting of Urban Education Seminar, Common Room
6:30 p.m.	Pizza Party, Common Room

September 5

There is no scheduled activity for this day; however, it is hoped that students will use the time to get acquainted with each other and with their Chicago environment. A student-initiated group excursion or other social activity is recommended for the afternoon and/or evening.

September 6

9:00 a.m. to 11:30 a.m.	Urban Sociology Summer Reading Examination
2:00 p.m. to 4:30 p.m.	Urban Education Summer Reading Examination

September 7

8:00 a.m. Student teachers report to assigned schools

September 8

Chicago Schools open to pupils

October 29

Student teachers end first teaching assignment

November 1 & 2

Education seminar field trips

November 3

8:00 a.m. Student teachers report to second schools

December 23

Student teachers end final teaching assignment

Further information regarding the 1965 schedule:

(a) Student teachers are expected to be in school on a full-time basis (probably a minimum of six hours per day) unless an exception is made which meets with the approval of the student, the sponsor teacher, the principal, and the ACM student teacher supervisor.
(b) The Education Seminar will meet at 7:30 p.m. on Tuesday and Friday evenings.
(c) The Sociology Seminar will meet at 7:30 Thursday evenings and at 8:30 on Saturday mornings.

The 1965 Student Participants. The students in the 1965 Urban Semester Program, twenty-three women and two men, come from ten colleges. Ten of these are candidates in elementary teaching, fifteen in secondary. Appendix A contains a list of the participants showing the colleges they represent and their home addresses. All are first-semester seniors who have completed basic requirements in education such as psychology, principles and methods courses. All of the secondary education students have majors in a subject field, since none of the ten colleges involved offers a major in education at this level. This is also true of about half of the elementary group. Enclosed with this handbook is a Student Teacher Profile giving complete information for the student teacher(s) assigned to you or your school. Students in the 1965 program reside at the Del Prado Hotel on Hyde Park Boulevard at 53rd, telephone Hyde Park 3-9600.

The 1965 Staff. The teaching staff for the 1965 program includes approximately fifty sponsor teachers in the Chicago Schools and the following:

Leslie J. Gustafson, Faculty Director of the 1965 Program and Secondary Education Supervisor residing at the Del Prado Hotel, Hyde Park Boulevard at 53rd, telephone Hyde Park

3-9600 (from the faculty of St. Olaf College, Northfield, Minnesota).

Mrs. Anna Beth Brown, Elementary Education Supervisor residing at the Del Prado Hotel, Hyde Park Boulevard at 53rd, telephone Hyde Park 3-9600 (from the staff of Teachers College, Columbia University, New York).

Mr. Sydney Kronus, sociologist, residing at 6957 South Crandon Avenue, Chicago, Illinois.

Supervisory and consulting staff include Mrs. Evelyn F. Carlson, Associate Superintendent of Chicago Schools, who serves as a liaison with cooperating schools and assists in the planning of the program. Also included are the administrative officials in the cooperating schools and various other specialists in the city who serve as resource persons for the seminars.

Administrative personnel for the program include Helen D. Berwald, Director of ACM Programs in Teacher Education, and other members of the ACM staff. The Director's Office is located at Carleton College, Northfield, Minnesota; the central ACM Office is located at 60 West Walton Street, Chicago.

C. The Student Teaching Experience

General Description. The basic format of the Urban Semester Student Teaching program differs somewhat from the programs of member colleges. Perhaps one of the most unique features is that it divides the sixteen-week period into two eight-week periods in order to provide two student teaching experiences in contrasting school situations. Whereas this procedure has certain disadvantages in that it complicates the placement process and interrupts the continuity of a longer experience in a given placement, it also offers some important advantages. It provides the opportunity for greater breadth of experience, not only in terms of varying course, class, motivational and ability levels of students, but also in terms of school policy, teaching methods, teacher personalities and school-community relationships.

Another feature of the program, which is not unique, is the importance attached to actual teaching experience. A certain amount of observing is not only beneficial but necessary. A certain amount of assisting provides a very fruitful learning experience. However, assuming that it can be done without detriment to the pupil's educational achievement, the student teacher must have adequate opportunity to plan, to implement his plans, to evaluate and even, within limits, to make his own mistakes. Should a student teacher, who has available to him the counsel of the sponsor teacher and the college supervisor, be unable at this point to maintain a satisfactory standard of class work, a serious question must be raised about his ability to do so when completely on his own in less than a year's time.

A third feature of the program is that the student teachers are assigned to their schools on a full-time basis. Underlying this requirement is the belief that there is much to learn about the total school operation and about the teacher's over-all responsibilities which are not learned on a part-time basis. Just as it is impossible to define what constitutes a "full-time" assignment for all schools, so is it impossible to delineate precisely what the student teacher should be doing in the school when he is not teaching. Schools vary with regard to schedules, special programs and special teachers. Student teachers, even those having similar majors, vary with re-

gard to special interests, e.g. one English major may be interested in drama and may wish to work with a dramatics group, another may have a special interest in newspaper work and would prefer to work with the school newspaper, another may have a special interest in writing and poetry. Assuming that special features of the school and special interests of the student teacher ought to influence how the student teacher spends his day in the school, the matter of establishing a daily program for him has been left to the discretion of the college supervisor, the sponsor teacher and the principal, to be worked out on an individual basis. In addition to practice teaching, experiences which all student teachers in the program should have, if possible, are: (a) attendance at PTA, faculty or departmental meetings; (b) work in guidance and counselling (secondary group particularly and elementary group wherever possible); (c) some experience in school-community relations; (d) supervision of recess, study hall, playground, lunchroom and/or halls (would apply mostly to elementary group); (e) some experience (for the secondary group) in working with the home room or division; and (f) experience in working with student clubs or organizations (would probably apply primarily to the secondary group). Adequate time for preparing future teaching plans must be included in the daily schedule since the program participants have evening and weekend seminars. Student teachers are asked to keep daily logs of their school activities which are examined from time to time.

When the objectives set forth above are applied to the design of a student teaching program, the following pattern emerges. Student teachers are expected to spend the first two weeks observing classes taught by the teacher(s) to whom they have been assigned for the first eight-week period. It is hoped that, during this time, they will also be able to develop teaching plans and units which they themselves will begin teaching in the third week. (It is understood that these times are flexible and must be considered an ideal. It is not intended to suggest that a sponsor teacher must break up a unit, or place an unprepared student teacher before a class, in order to adhere to this time allotment.) For six weeks, beginning with the third and running through the eighth week, the secondary student teacher is to teach at least two periods each day. It is hoped that elementary student teachers will teach more than two periods each day so that they may gain experience in teaching all subjects.

Student teachers are expected to prepare teaching plans, teaching materials, and tests far enough in advance so that they can be approved by the sponsor teacher and the college supervisor. It should be noted that this requirement is not intended to stifle flexibility or "on-the-spot creativity." Rather its purpose is to provide an inexperienced teacher with the security which results from knowing that he has a resource which can be used as initially prepared or be modified as the situation demands. Students are encouraged to take a few minutes immediately after each teaching performance to write on the teaching plan itself, a brief evaluation of the class session.

At the end of the eighth week, students terminate their first student teaching assignments. There is a two-day interlude of field trips relating to the Education Seminar before they report to their second assignments. The procedure in the second teaching experience is similar to that of the first with one exception. The observation period is shortened from two weeks to one week. This is the result of lack of time, not a judgment that two weeks of observation are unnecessary. However, it would appear that since the student teachers bring eight weeks of experience with them to their second placements, the longer observation time is not as crucial as at the beginning of the first placement.

The student teacher's performance is evaluated in several ways. One of these is for the secondary student teacher to give evaluation forms to his pupils for completion. These become the property of the student teacher and can be kept strictly confidential by him. They do not influence the student teacher's grade even in those cases where he chooses to share the results. Although pupils tend to be very kind in their comments, their remarks often reinforce criticisms of the college supervisor and the sponsor teacher. If thirty-five students indicate that they had to strain to hear the low, soft voice of the student teacher, it tends to mean more than if the sponsor teacher or supervisor point this out repeatedly.

A second kind of evaluation is required of the sponsor teacher and the college supervisor. In the case of both the secondary and elementary teachers, the sponsor teacher will be asked to fill out an evaluation form relating to the teaching performance of his student teacher. The sponsor teacher, as well as any other staff member

who may have sufficient knowledge of the student, will be asked to write an employment reference which can become part of the student's teaching credentials. (Copies of both forms are found in Appendix B. Two extra copies of each are provided for sponsor teachers, one of which is to be completed and sent to the college supervisor. The second may be retained as a file copy.)

The college supervisor will consult with the sponsor teachers regarding the letter grades which ought to be assigned; however, the problem of relating these to the context of performance standards in the ACM colleges must rest largely with the ACM college supervisor. For this reason, students will be observed by the college supervisor a minimum of once each week. In certain instances, Chicago subject area consultants may be asked to assist with those secondary teachers teaching subjects which do not represent a "specialty" of the ACM supervisor.

Responsibilities of the Student Teacher. The opportunity to become a participating member of a professional staff represents a privilege which carries concomitant responsibilities for the student teacher:

1. To be appropriately dressed and well-groomed at all times.

2. To be on time.

3. To notify the cooperating school before the beginning of the school day if he is ill and unable to attend.

4. To obtain permission from the sponsor teacher, the principal and the college supervisor in advance of absences due to reasons other than illness.

5. To devote sufficient time and effort to his student teaching to produce the best work of which he is capable. (Students will be in the school full-time. An interpretation of what constitutes "full-time" in a particular school will be made on an individual basis, although a minimum of six hours is anticipated.)

6. To cooperate wholeheartedly with the educational objectives of the sponsor teacher and the school.

7. To recognize that the sponsor teacher has final responsibility for the pupils, and that this responsibility is a primary one which supersedes his obligations to the student teacher.

8. To attend classes to which he is assigned regularly whether he is teaching or not.

9. To become familiar with the general policies, services, resources and activities of the school, e.g. the library, health services, guidance services, audio-visual resources, attendance procedures, faculty meetings, parent teacher meetings, extracurricular activities, duplicating and office procedures.

10. To plan thoroughly, in advance and in writing, for all teaching responsibilities. Daily lesson and unit plans should be made in triplicate, one copy for the student, one for the sponsor teacher, and one for the college supervisor. (It is assumed that the sponsor teacher's copy can be examined by the principal upon request.)

11. To make time available for conferences with the sponsor teacher, the principal, and the college supervisor upon request.

12. To accept criticism as an attempt to help him become a better teacher.

13. To maintain a cautious attitude toward making written notes pertaining to students which contain identifying information and to be careful not to lose or display any notes pertaining to students or the school.

14. To keep a log of daily school activities.

15. To write a brief evaluation of each class session on his daily teaching plan as soon as possible after the termination of each class.

16. To be more of an asset to the sponsor teacher and the school than he is a liability.

17. To maintain a high professional and ethical standard in his relationship to the sponsor teacher and the school.

Responsibilities of the Sponsor Teacher. The sponsor teacher is selected to serve in this capacity because he has demonstrated a superior teaching ability and because he has an interest in sharing his knowledge with a young, aspiring teacher. Care will be taken to avoid any conflict between the sponsor teacher's responsibility to his pupils and to his student teacher; however, should such a conflict occur, it is recognized that the sponsor teacher's primary responsibility is to his pupils and to the school system by which he is employed. Some specific responsibilities of the sponsor teacher as related to the philosophy and design of the Urban Semester Program are:

1. To use the information provided on the student profile sheet as a starting point in getting to know and understand his student teacher.

2. To prepare the pupils in advance for the arrival of the student teacher and present him to his classes in such a way as to give him a position of status with the pupils.

3. To arrange for a conference during the first or second day for purposes of discussing course outlines and giving the student teacher information which will permit him to start work on the preparation of daily and unit plans as soon as possible.

4. To guide and assist the student teacher in arranging for opportunities to observe in other classes, for participation in extracurricular activities, in meeting other staff members, in attending faculty, departmental and PTA meetings, and in attending any special school or community events.

5. To orient the student teacher to the total school program, its policies and procedures.

6. To assess certain personality characteristics of the student teacher which are related to the speed with which he should be given an opportunity to assist with class activities or take responsibility for a class. (This decision involves other considerations discussed earlier.)

7. To be willing to make suggestions and recommendations which are helpful to the student teacher in his planning, e.g. objectives, organization of content, materials, references and evaluation procedures.

8. To insist that plans be prepared well enough in advance that suggested modifications can be made, and permit the student teacher to take over only when he is well prepared.

9. To allow the student some flexibility, at least on occasion, to deal with the class and to make plans in ways that are consistent with his interests and abilities. It is assumed that the student teacher's procedures, although perhaps somewhat different, are still appropriate and capable of creating a desirable learning situation for the pupils.

10. To provide for necessary conferences with the student teacher and to give constructive criticism of his work. Perhaps the best way to frustrate a student teacher is to give him no evaluation of his performance or no suggestions for improvement.

11. To leave the student teacher alone with his class from time to time, if school policy permits. While it is true that the sponsor teacher retains responsibility for the class and must keep in close touch with what is going on at all times, there is some evidence that a student teacher benefits from being left alone for part of the period at increasingly frequent intervals and for increasing lengths of time as he shows ability to direct the class. Experience with student teachers indicates that this can be done without detriment to the pupils or to the student teacher once a sound relationship has been established between them and when planning is sufficiently thorough so that the sponsor teacher need not be in doubt as to what will occur during his absence.

12.. To help the student teacher maintain his position of status and build confidence as a teacher by referring to him when he is in charge of an activity and by refraining from criticizing him before pupils.

13. To expect a reasonable amount of help from the student teacher in the routine tasks of managing a classroom; however, in a program as intensive as the Urban Semester, care must be taken that the student teacher is not given routine work in such amounts that he does not have time during the school day to engage in other activities expected of him or to prepare for his next day's teaching. (Evening and weekend seminars make it imperative that some

preparation time be made available during the school day.)

14. To complete a student teaching evaluation form and return it to the college supervisor. It serves as a written record of points discussed by the sponsor teacher and the college supervisor in determining a grade for the student teacher; it also provides information which can be sent to the education department of the student's home campus. In many instances college departments receive requests for recommendations years after students have graduated; it thus seems desirable for them to have this kind of information on file for those students who participated in the Urban Semester Program as well as for those who did their student teaching under the regular college programs.

15. To write an employment reference which can be sent to the Placement Bureau at the student's college to become a part of the student teacher's credentials.

16. To insure that school policies and procedures are followed in the classroom by the student teacher.

17. To protect the welfare of the pupils by requiring that the student teacher maintain a satisfactory standard of class work at all times.

18. To accept an invitation to become a member of a team whose purpose is to assist an aspiring teacher develop into the best possible teacher, to expect assistance and cooperation from the college supervisor and to give it in return.

19. To view the college supervisor in this program not solely as a supervisor or one who comes to sit in judgment, but rather as a resource person whose function is to be of assistance to the sponsor teacher and the student teacher. Problems should be reported to him promptly and honestly so that he may help in solving them. The college supervisor, in consultation with the sponsor teacher and/or principal, has the authority to make certain modifications in the format of the program. Any features deemed undesirable in a specific situation should be discussed with him.

20. To report to the college supervisor any instance in which the student teacher fails to fulfill the responsibilities assigned to him as enumerated in an earlier section.

It would be possible to continue the list of responsibilities of the sponsor teacher since there are many, but it seems more important to conclude what is already a lengthy and perhaps overwhelming list by mentioning a factor which is not really a responsibility at all, but is perhaps the most important ingredient provided by the sponsor teacher in a successful student teaching endeavor. That is an attitude reflecting an interest in and a desire to work with the student teacher. No other single factor appears to be so closely related to the effort, security, confidence, performance, and general morale of a student teacher.

Responsibilities of the Principal. The principal has many general responsibilities in the student teaching process such as interpreting the programs to the community and staff and coordinating the assignment of sponsor teachers and students. Specific responsibilities of the principal in the Urban Semester Program are:

1. To participate in the selection of sponsor teachers.

2. To prepare the sponsor teacher for the arrival of the student teacher and give special orientation to the inexperienced sponsor teacher.

3. To welcome the student teacher and introduce him to other staff members.

4. To inform the student teacher of procedures related to leaving the building, reporting to the school, attending PTA and faculty meetings, or any other school policies and practices which apply to the student teacher.

5. To assist the student teacher in developing a comprehensive understanding of the entire school and the community.

6. To assist the college supervisor in gaining an understanding of the school and the community and to inform him of policies pertaining to his presence in the school building.

7. To assist the sponsor teacher and the college supervisor in devising an appropriate daily schedule for the student teacher.

8. To confer with the college supervisor from time to time, especially if any problem arises from the student teacher's presence in the school.

It is not suggested that it is the responsibility of principals to observe student teachers or to confer with them regularly; however, if time permits, such additional contributions to our program would be welcome.

Responsibilities of the ACM College Supervisor. The college supervisor is selected to serve in this capacity because of his interest, preparation and experience in working with student teachers. His major responsibility is to work with the sponsor teacher, the student teacher, and the participating school in such a way as to contribute to the fulfillment of the program objectives. More specifically, his responsibilities are:

1. To establish a close working relationship with the student teacher in the context of the "house-system" living arrangement considered a basic feature of the program.

2. To be available for frequent consultation by student teachers, to give suggestions for the planning and implementation of teaching procedures, and to make recommendations regarding useful and appropriate materials and references.

3. To examine teaching plans, tests or any other materials prepared by the student teacher for classroom use.

4. To work with the student teacher, sponsor teacher and principal in establishing a daily school program for each student teacher and to examine the daily logs kept by student teachers at least once a week.

5. To be available for consultation by sponsor teachers, principals or other school personnel and to assist with the solution of any problem arising from the student teacher's presence in the school.

6. To observe each student's teaching at least one period (secondary) or one hour (elementary) per week.

7. To conduct an individual conference with the student teacher after each observation.

8. To conduct group conferences with student teachers as a part of the Education Seminar.

9. To evaluate the work of the student teacher and report a

grade determined through consultation with the sponsor teacher.

10. To complete a reference which can be sent to the Placement Bureau of the student's college to become a part of the student teacher's employment credentials.

11. To submit a report for each of his student teachers containing information such as hours of teaching time, hours of observing, and participation in extra-class activities.

12. To maintain a high professional and ethical standard in his relationship to the sponsor teacher and the school.

APPENDIX A

PARTICIPANTS' ROSTER

FALL, 1965

E L E M E N T A R Y

Martha E. Anderson	Knox	8746 Turriff, Houston, Texas (465-1377)
Elizabeth W. Blatchley	Knox	1024 Westmoor Road, Winnetka, Illinois (446-6730)
Barbara L. DaPisa	Knox	904 Evergreen, Glen Ellyn, Illinois (469-3449)
Patricia L. Emard	Knox	165 Devonwood Drive, NE, Atlanta, Georgia (255-9350)
Janet A. Goode	Knox	1042 N. Broad St., Galesburg, Illinois (343-8770)
Mary Suzanne Melby	Monmouth	921-13th Ave., NE, Rochester, Minnesota (282-6424)
Kathleen A. Patterson	Monmouth	7061 ElRancho Ave., DesMoines, Iowa (277-4765)
Mary R. Thomason	Lawrence	103 Patton Lane, Radnor, Pennsylvania (688-8664)
Vicki M. Webster	Knox	1114 Walter, Des Plaines, Illinois (824-7550)
Patricia M. Wegner	Cornell	216 College St., Northfield, Minnesota (645-5827)

S E C O N D A R Y

Patricia A. Beauregard	Monmouth	150 Maynard St., Northbow, Massachusetts
Rhoda P. Bjelland	St. Olaf	1502 Bryant, Alexandria, Minnesota (763-5086)
Elizabeth A. Borders	Grinnell	2307 Buffalo St., White Bear Lake, Minnesota (429-0778)
Paul W. Gilbert	Beloit	10015 S. Melvina, Oak Lawn, Illinois (422-1723)
Judith E. Graves	Carleton	R. R. 4, Red Wing, Minnesota (388-4057)
Millie J. Munro	Carleton	408 Fourth St. SW, Austin, Minnesota (433-5110)
Judith K. Ness	St. Olaf	R. R. 3, Albert Lea, Minnesota (373-8841)
Mary J. Raschka	Ripon	8205 Aberdeen Court, Wauwatosa, Wisconsin (476-9429)

S E C O N D A R Y

Valerie A. Saems	Monmouth	R. R. #3, Box 35, Crown Point, Indiana (769-5154)
Halcyon E. Schomp	Knox	674 Clarkson St., Denver, Colorado (244-1133)
Virginia C. Segal	St. Olaf	2816 Rico Drive, Waco, Texas (772-2423)
John S. Sleichert	Ripon	5322 S. Spaulding, Chicago, Illinois (737-0971)
Linda L. Stoneall	Lawrence	628 North Second Ave., St. Charles, Illinois (584-3654)
Barbara E. Swanson	Knox	120 Euclid Ave., Geneva, Illinois (232-7632)
Judy Ann Walden	Coe	316-15th St. SE, Mason City, Iowa (423-7488)

APPENDIX B

ACM-CHICAGO PROGRAM IN URBAN EDUCATION

STUDENT TEACHER EVAULATION FORM

[CONFIDENTIAL INFORMATION: to be]
[used only by college supervisors]
[and college departments of educa-]
[tion.]

Student Teacher_____

Sponsor Teacher_____

Subject_____

Date_____

PART I. Please indicate your rating for each major area listed below using the following scale: "E" for excellent, "G" for good, "F" for fair, and "P" for poor. Respond similarly to sub-headings whenever you can reasonably do so, and record any further comments relating to each major category in the space provided.

[ ] A. Adequacy of Teaching Plans
- [ ] 1. Formulation of aims and objectives
- [ ] 2. Selection of subject matter
- [ ] 3. Organization of learning experiences.

Comments:

[ ] B. Effectiveness of Classroom Performance
- [ ] 1. Attention to physical aspects of classroom, e.g. light and ventilation
- [ ] 2. Attention to routine activities, e.g. absence reports, recording grades, collecting papers and care of materials and equipment
- [ ] 3. Use of blackboard and other instructional aids
- [ ] 4. Clarity and appropriateness of assignments
- [ ] 5. Use of achievement tests and other evaluative techniques
- [ ] 6. Effectiveness of classroom control
- [ ] 7. Degree of motivation and interest displayed by students
- [ ] 8. General relationship between student teacher and students
- [ ] 9. Command of subject matter displayed by student teacher
- [ ] 10. Provision for individual differences among students
- [ ] 11. Extent to which objectives were achieved

Comments: (Use reverse side of sheet if necessary)

STUDENT TEACHER EVALUATION FORM Student Teacher_____

[ ] C. Personal Qualities for Teaching

[ ] 1. Appropriateness of dress and grooming
[ ] 2. Classroom presence, poise
[ ] 3. Use of written and oral English
[ ] 4. Voice
[ ] 5. Initiative and Resourcefulness
[ ] 6. Social and Emotional Maturity
[ ] 7. Dependability, conscientiousness and punctuality
[ ] 8. Attitude toward criticism and suggestion
[ ] 9. Professional interest in teaching
[ ] 10. Relationship between student teacher and school faculty and staff members

Comments:

PART II. Please respond briefly to the following questions:

A. What do you think are the student's greatest strengths as a teacher?

B. What do you think are the student's greatest weaknesses as a teacher?

C. How does this student compare with other student teachers with whom you have worked?

D. How would you respond to the suggestion that this person be hired as your colleague?

Signed_____

Position_____

Institution_____

Student Teacher_____

EMPLOYMENT REFERENCE

Sponsor Teacher_____

Your student teacher will be registering with a College Placement Service and will need an employment reference written by you. Please indicate your appraisal of this student's present and potential teaching ability; your statements will be copied and sent to prospective employers and/or graduate schools as confidential information. It is suggested that the categories appearing in the evaluation form completed for the use of the college supervisor and the college departments of education may prove helpful in bringing to mind certain kinds of information which could be included.

Signed_____

Position_____

Institution_____

Address_____

Date_____

APPENDIX C
URBAN SEMESTER COMMITTEE

Beloit College Beloit, Wisconsin	Clarence Von Eschen Department of Education and Psychology
Carleton College Northfield, Minnesota	Helen D. Berwald Department of Psychology and Education
Coe College Cedar Rapids, Iowa	John A. Wilkinson Associate Dean of the College
Cornell College Mount Vernon, Iowa	Dorothy Layton Department of Education
Grinnell College Grinnell, Iowa	Reginald Archambault Department of Education
Knox College Galesburg, Illinois	William D. Lewis Department of Education
Lawrence University Appleton, Wisconsin	Kenneth Sager Department of Education
Monmouth College Monmouth, Illinois	Benjamin T. Shawver Department of Education
Ripon College Ripon, Wisconsin	Larry Miller Department of Education
St. Olaf College Northfield, Minnesota	Leslie J. Gustafson Department of Education

ACM URBAN SEMESTER

THE MIDWESTERN

ALUMNI NEWSLETTER

Vol. II, No. 3

November, 1965

In 1963 the ACM-Urban Semester Program was initiated by the Associated Colleges of the Midwest in cooperation with the Board of Education of the City of Chicago and the assistance of the University of Chicago. The program is designed to provide practice teaching opportunities in an urban setting to selected candidates from member colleges. The program is financed by the Danforth Foundation of St. Louis.

EDITOR'S NOTE. . . . . .*Fred Blaisdell*

This Midwestern is neither the last issue for the 1964 Urban Semester group nor the first issue for the 1965 group. It is provided as a source of personal news concerning those persons who have been a part of the Urban Semester Program.

NOTES FROM THE PROGRAM DIRECTOR

Miss Helen Berwald

About the 1965 Program. "The third Urban Semester Program is well on its way. Participants include: 10 elementary student teachers and 15 secondary teachers representing ten different colleges; Professor Leslie J. Gustafson, St. Olaf College, who is serving as the Faculty Director and Secondary Supervisor; Mrs. Anna Beth Brown, from Teachers College, Columbia, the Elementary Supervisor; and Mr. Sidney Kronus, the instructor for the sociology seminar, who is from the University of Chicago. The group is living at the Del Prado Hotel, 53rd and Hyde Park Boulevard, and would enjoy hearing from any of you who may have time to write, I'm sure.

"Perhaps the only significant change which has been made in this year's program is the greater use of video tapes in the seminars and the use of the video tape equipment to record the classroom performance of the student teachers. The tapes made will provide the basis for a conference between the supervisor and student teacher which would presumably aid the student teacher in improving his teaching.

"If present plans materialize, next year's program will be expanded to include 30 secondary teachers and another secondary supervisor. We feel expansion in this area is necessary because of the record number of applications anticipated."

Personal News (or lack of). "Unlike the other reports received from 1963 and 1964 Urban Semester participants, I have no marriages, new jobs or exciting adventures to report. I did move into a new home last spring, which I am enjoying to the fullest whenever time permits. My new address is 208 Elm Street, Northfield, Minnesota. Don't forget that all Urban Semester participants have an open invitation to have a cup of coffee with me whenever they find themselves in this vicinity. I do hope that all of you enjoy hearing from each other as much as I enjoy hearing from you."

NOTES FROM THE 1964 STAFF

Mr. Ben T. Shawver
Faculty Director of the 1964 Program

"Greetings to Urban Semester alumni of the Classes of 1963 and 1964!

"Yes, like many of you, I felt that being back on campus after the Urban Semester was an insipid experience! A little relief from this feeling was provided last April when I met several members of the Class of 1964 at Wingspread (Racine, Wisconsin) at the 'Conference on Metropolis.' Now the alumni edition of 'The Midwestern' is anticipated. The news of each alumnus will be interesting, exciting, and stimulating!

"Sensings taken recently indicate a growing interest in the Urban Semester Program. The enthusiastic feedback from alumni is showing through."

Miss Mary Ann Schuette
Elementary Supervisor

"After leaving the Urban Semester Program last December, I returned to the

laboratory school at the University of Minnesota to teach fourth grade for the remainder of the year.

"After Labor Day I will begin to travel throughout the United States as a consultant for American Education Publications. I will teach demonstration lessons to children from kindergarten through ninth grade. I will also talk to P.T.A. and workshop groups about the place of news reading in a balanced program.

"I wish the Urban Semester group of this year a most successful and profitable experience in Chicago. Greet those from last year and tell them that I often think fondly of the group."

Mrs. Gloria Count van Manen
Sociology Instructor

Mrs. van Manen is presently teaching sociology at North Central College, acts as consultant to the Chicago Area Plan for Worker's Mental Health (Roosevelt University), and still finds time among these activities to continue work on her doctoral dissertation concerning a general theory of deviance, as tested on data from adolescent children.

"My long-run plans are teaching--I enjoy teaching in a liberal arts college atmosphere--combined with research."

NOTES FROM 1964 STUDENTS

Mary Jo Anderson, a graduate of Cornell is now teaching third grade and sharing an apartment with Jill Kettlestrings in Madison, Wisconsin.

Carol Berg, a graduate of St. Olaf, will be teaching in Skokie, Illinois, this year. "I will be teaching four sections of Basic English to freshmen at Niles West High School in Skokie. I have also been assigned to a committee which will study the problems of the slow learner.

"The high point of my summer vacation was a three-week trip out West. We stayed one week in San Francisco. Other stops on our way home were Yosemite, Hearst Castle, Bryce, Zion, and the Grand Canyon. We covered about 6,700 miles. I got my driver's license the day before we left and then safely drove about 3,000 miles on the trip."

Julie Caldwell Arnold, a graduate of Monmouth, was married on August 7, 1965, to David L. Arnold, also a graduate of Monmouth. "We are now living in Quincy, Illinois. My husband will be the seventh grade boys' counselor, and I will be teaching fourth grade at the Emerson Grade School in Quincy."

Barbara DeLong, of Knox College, will be teaching first grade in Simi Valley, California. "It is a residential suburb . . . I'm already looking forward to conferring with those eager young parents who are sure that I don't know my business! It will be different than teaching in the Chicago area. But Los Angeles has its problems, too. . . I'm seriously thinking of moving into the city system."

Eleanor C. Eisenhard, a graduate of Monmouth, taught third grade in Rock Island last year "and enjoyed every minute of teaching. Around the early part of August I will motor to Fontana, California, where I will be teaching this year."

Alice Fischer Abercrombie of Monmouth College, was married on June 12, 1965, to Frank Abercrombie. They now reside in Carbondale, Illinois. "Beginning this fall, I shall teach fourth grade in one of the Carbondale grade schools. My husband is enrolled in the graduate chemistry program at Southern Illinois University. I hope to eventually receive my master's degree in the area of guidance and counseling. I hope that this year's Urban Semester students enjoy their experiences as much as we did."

Bruce Fredrickson, a graduate of St. Olaf, will be married December 27, 1965, to Susan Franklin of St. Olaf. "This year I will be teaching at Starbuck Junior High in Racine, Wisconsin, on an experimental eighth grade team-teaching project in which I teach four hours a day and counsel one hour. Hope this year's group has as rewarding an experience as the groups of the last two years have had."

Janet Hamly, a graduate of Monmouth, has begun work on her master's in German

at the Middlebury German Summer School. "I will then live at home next year and commute to the William Fremd High School in Palatine, Illinois, where I'll be teaching German to freshmen and sophomores."

Beth Hawkins, a graduate of Beloit, went to summer school before beginning to teach American and English literature at Bloom Twp. High School in Chicago Heights, Illinois. "This fall I will be teaching four literature classes. The student make-up is very much like that of Fenger High School (Chicago)."

Gail Johnson Ames, a graduate of Carleton, was married on July 3, 1965, to Kenneth Ames, also a Carleton graduate. "We will loaf for the summer--take a correspondence course in the teaching of reading. Next fall I hope to get an elementary position in the Philadelphia city system. I will attend graduate school at the University of Pennsylvania."

Sally Johnson Johnson, a graduate of Carleton, was married on January 30, 1965, to Gerald L. Johnson. "We're both teaching social studies in junior high schools in Detroit--both classifiable as 'inner-city.' My school is a member of the Great Cities School Improvement Project we studied. This fall I'll be team-teaching in world history.

"This summer we decided to forget about summer school or extra jobs and took a seven-week camping trip across the country. It was great, and we inadvertently learned much about Indian history!"

Jill Kettlestrings, a graduate of Cornell, will teach second grade at Sunnyside School in Madison, Wisconsin. "Mary Jo Anderson and I have a beautiful apartment here and would love to see any of the other grads if they should ever be in the area."

Kathryn Krider, a graduate of Carleton, worked toward her master's degree in U.S. history at Notre Dame last summer. She presently teaches in the Oakland, California, school system and wants to locate in an "inner-city" school. "In June, 1966, I will marry Jim Johnson, whom I met while I was on the Urban Semester and he was on the Argonne Semester. Let's hear it for ACM!"

Karen Krisac, a graduate of Coe, has a teaching assistantship in English at the University of Illinois while working for an M.A. "Only a few more weeks before I face my own rhetoric class. . . I still can't picture myself alone with a classroom of college freshmen."

Carol McMaster, a graduate of Monmouth, is "still single, but at Christmas I became engaged to a Monmouth College man. I am spending my summer at home with my family. Next fall I will be teaching in Downers Grove, which has a well-established individualized reading program throughout the grades."

Kaffie Pickens, a graduate of Lawrence, went to Hawaii last summer as a graduation present. "I plan to do much hiking and picture taking. If the pictures are good enough, I'll make slides for a unit in biological geography. I will be teaching biology next fall at DuSable in Chicago."

Carole Praet, a Monmouth College graduate, is teaching art at Cuttington College in Liberia, West Africa--"another of ACM's exciting programs. I think my teaching experience on the Urban Semester Program was an extra boost in preparing me for any type of teaching situation."

She will be at Cuttington for two years.

Suellen Ross, a graduate of Knox, hopes to begin working for the Cook County Department of Welfare (Chicago) this fall.

Carol Severson, a graduate of St. Olaf, will begin teaching junior high general science and biology at Cumbres Junior High School in Los Alamos, New Mexico, this fall.

Annette Shuck Holcomb, a graduate of Cornell, was married last summer to Robin Holcomb. "I will teach senior high classes in Cleveland, and I am looking forward to learning what classes and level I will teach. I requested a lower class school . . . the city needs teachers in these schools."

Harriet Southerlan Whiteman, a graduate of Monmouth, spent the first half of 1965 as a "real teacher. Right after Christmas vacation I began my duties at Al Wood High School in Woodhull, Illinois. It is a small rural high school, and needless to say, teaching there was quite a contrast to that in Chicago!

"This summer I have been teaching English and elementary art. In August, 1965, I was married to Dick Whiteman, also a Monmouth graduate. I am now looking for a teaching job in the Chicago suburbs."

Elaine Varda Sommerfield, a graduate of Knox, was married on August 22, 1965, to Jay Sommerfield. "We will be moving to Galesburg, and I will be teaching sixth grade in Altona, Illinois."

Judith Anne Watson, a graduate of Knox College, spent a month in New York City after graduation. "Next week I'll begin teaching at Doull Elementary School in Denver, Colorado. I'll have a fourth grade class."

NOTES FROM THE 1963 GROUP

Nancy Anderson, a graduate of Knox, is presently doing graduate work at the University of Illinois. "In the past two semesters I've acquired as many hours' credit in Russian as I did in four years of undergraduate work. I'm planning to complete the M.A. degree in January, 1966, and am investigating a winter program at Ohio University that includes a five-week trip to Russia. Alternate plans are to begin teaching in September after doing government work."

Kay Buss, a graduate of Monmouth, is presently working as a secretary in Chicago. "I am taking an oil painting course at the Art Institute and also assisting one of my roommates, a high school English teacher, with individual study and guidance in our apartment. This is a rather unique thing in that the children we're working with tend to be social problems as well as school problems."

Barbara Daneke Lis, a graduate of Monmouth, is presently a "full-time housewife. This fall I will again be teaching third grade at the Spring Avenue School in La Grange, Illinois. We are presently house-hunting--a colonial or Cape Cod home."

Jane French Klein, a graduate of Cornell, is teaching kindergarten in Des Plaines, Illinois, "and loving every moment of it. I plan on teaching two more years before I begin my own family. In the meantime, I am working on a Master's of Education degree at National College of Education in Evanston, Illinois. Other than this, I am still short and chubby, have gone completely blond, and I love married life!"

Barbara Hegg Ostby, a graduate of St. Olaf, was married on July 24, 1965, to Bryn Ostby. "I will not be returning to Norwood, Massachusetts, where I did my first year of teaching. My husband is a second lieutenant in the Marine Corps and is stationed at Camp Lejeune, North Carolina. A trip to North Carolina last spring and a visit to some of the schools showed me that some of the problem conditions we encountered in Chicago are certainly not unique to Chicago! This, of course, is the value of the Urban Semester. I will be substituting for a couple of weeks but hope to fill a full-time position in the Camp Lejeune High School at the end of the first semester."

Karen Hummel, a graduate of Knox, has moved from the New York area to Illinois. "Next year I'll be teaching in Elgin, Illinois, and living in Des Plaines. It should mean a considerable change in teaching and living. I'll probably have fourth grade there, also.

"For eight weeks this summer I'll be traveling in Europe. The only other change will be the possession of a car to commute to work--probably a little VW, and I'm looking forward to lots of fun with it!

"Hope everyone enjoys this year's program as much as we did ours."

Gaylee Jensen, a graduate of Knox, will be teaching again in Waukegan, Illinois. "I plan to travel through Europe this summer for ten weeks. I will visit every country possible within the time limit."

Nancy Kleihauer Adams, a graduate of Cornell, married Thomas Adams on June 15, 1965. She has finished her first year teaching first grade at Beethoven School in Chicago. "I am sadly leaving because of moving plans. Our new home will be in Park Ridge, Illinois, too far to travel to Beethoven. However, plans are for me to teach first grade at the West Northfield School in Northbrook, Illinois, next year. This will be the exact opposite of my first year; the children come from wealthy homes, and there will be 20-22 in my class--quite a change.

"Another newsworthy note: You can get certified in Chicago if you fight long and loud enough! I managed to do it, finally, without taking any additional courses. (This was in the K-3 level.)"

Joyce Lanahan, a graduate of Carleton College, returned to Chicago after the Urban Semester to teach in DuSable High School. "This summer I taught again on New Trier's Summer Seminar for Community Affairs. It was again interesting and exciting. This fall I am returning to DuSable to teach world history. Plans for next year are very indefinite. I'm having an approach-withdrawal conflict concerning graduate school--where to go, what to study, etc., etc. Hope this will be resolved by the next news report."

Melody Maltby McGuire, a graduate of Knox, has been teaching in Des Plaines, Illinois. "I am eagerly anticipating the opening of school in September. It is especially exciting because this year I am an experienced teacher (well, just one year's experience, but experienced nevertheless!). I no longer feel the qualms of wondering 'what-will-it-be-like?' Instead, it is so much more satisfying to feel that I will be doing a much better job based on the knowledge and insights gained from that never-to-be-forgotten 'first year.' I will again have a second grade class at South School.

"My husband is now a senior in the Dental School at Northwestern. While we are both delighted with the prospect of his graduation next June, it is very possible that he will continue his schooling for another two years in orthodontics.

"It was wonderful to hear of the continued success of the Urban Semester Program. I consider it one of my most stimulating experiences and always relish the opportunity to describe it to other teachers, who invariably ask a new teacher about her 'practice teaching experiences.' "

Elyssa Nicholas Raysa, a graduate of Monmouth, has completed her first year of teaching at Keizer Elementary School in Illinois. "This summer I will again be working as a playground supervisor in Salem, Oregon. Rick at present is busily studying for the bar exam., which is only a few weeks off. Our plans for the future are indefinite. Chances are, however, that we will either be somewhere here in the beautiful Northwest, or with the F.B.I., or. . .? It would be great to see all of you again. When are we planning on a reunion?"

Brad Nystrom, a graduate of St. Olaf, has been teaching in Moshi, Tanzania, Africa. "This past year has been quite an exciting one for me--there is always something happening in Tanzania. When we arrived we were greeted by an anti-American demonstration, and about every four months there is a new wave of anti-U.S. feeling. This week Chou En-Lai is due in Tanzania, and the current plans call for him to come to Moshi for a brief visit. As has happened before in the case of anti-U.S. rallies, I may again find myself having to accompany my students when they shout, 'China, si. Yankee, no.' Anyway, it makes life interesting.

"The students have no hatred of the Americans here, only Americans in general, and only when they are told to. It has been most interesting teaching my social studies classes, where we discuss the Congo and Viet Nam and I give them the other side of the picture. Not that I make out the U.S. to be always good and always right, but at least they get exposed to a different point of view. President Kennedy is still a great hero over here.

"I quite enjoy my school and teaching. The school is the only technical school in all Tanzania, although the Russians have been here to look at it and may build another one. There are about 500 students who attend a three-year course

and over 50 teachers. About 20 of these teachers are Europeans, and they come from all over: Denmark, Canada, U.S. (only two of us), Scotland, England, Wales, South Africa, Switzerland, and even one from Germany despite the break in relations between Tanzania and Germany. I am teaching general studies and mathematics and am about to take over as head of the math department. There is a lot to keep me busy as this is a boarding school--I'm coaching basketball, track, and debate. On weekends there is tennis, mountain climbing (Mt. Kilimanjaro) and basketball practice for our town team, which is soon to play the Kenya Nationals.

"The time is going very fast, and already I have to begin planning for when I return home next summer."

Nina Obrestad, a graduate of St. Olaf, has taught one year at Richfield, Minnesota. "Maybe practice teaching was new and I was young, but this year I didn't feel a close attachment to my kids as I did after Chicago. One of the hardest problems this year was to keep myself from comparing Hyde Park and Richfield. Seniors in high school have many questions and many ideas which need direction and broadening. Next year I'm going to get them constructing their own thoughts.

"I'm staying at Richfield next year mainly because I'm spoiled by a good system--I don't want to go through another year of initial preparation--and because I'm getting married November 27, 1965. Linn (the lucky? man) will be at Luther Seminary in the fall. If one of the objects of the Urban Semester was to interest students in city teaching, it was a success as far as I'm concerned. Being Linn is bent on inner-city ministry, I'm going to try to get a job in a Minneapolis or St. Paul school my third year."

Nancy Pesola, a graduate of St. Olaf, has been teaching at University Central High in Madison, Wisconsin. "This past year has been rewarding in many ways, as well as hectic. I could ramble on for hours with anecdotes concerning 'my' students, the Mafia, the Mysterious 'Three of Us', the big fight ('and Miss Pesola's on the floor!'), the poison ivy passed around the room, the delinquent who refused to misbehave, etc., etc. Believe me, it was with mixed emotions I watched my 'first seniors' graduate.

"Next fall I will again be teaching world lit to seniors; however, it will be in a team-teaching situation and should be an interesting experience."

This summer Miss Pesola took her "long anticipated little jaunt to Europe."

Linda Pierz Pierret, a graduate of Carleton, was married on August 22, 1965, to Robert Pierret. "Instead of completing my thesis work for a master's in political science, I will teach sociology to eleventh and twelfth graders at Rantoul High School, Rantoul, Illinois, about sixteen miles from the university campus. I hope to complete my thesis by the time Bob finishes his dissertation.

"I'm grateful for my experiences in the Urban Semester. The Urban Semester course plus personal experiences will hold me in good stead in the teaching of sociology, since my former academic emphasis was in a different vein."

Jean Reed Tindall, a graduate of Ripon, is now teaching in Columbus, Ohio. "Chris and I came to Ohio following our honeymoon in New England. Our marital status has remained the same since! This year I taught math in Columbus and my school told me that they would put up with me again next year!

"I will be getting a small taste of graduate school this summer. The spring bug bit me and hence I will be taking biology courses for a refreshing change from chalk and figures!"

Margaret Smith, a graduate of Carleton, spent "a most profitable and beautiful year teaching French and English in Colorado Springs, Colorado. I feel, however, very lucky to have secured a position in Paris next year working for the Ecole Berlitz there (one of the Berlitz language schools) teaching English. I also plan to study at the Sorbonne part time. It should be a most exciting year.

"I am thrilled to hear the Urban Semester Program is expanding successfully."

Reidar Soderholm, a graduate of Carleton, has been teaching at Minnetonka High School in Excelsior, Minnesota.

"The big news right now is that I am off to Scotland for the summer. I have enrolled in a special program at the University of Edinburgh, where I will study British history, 1688 - 1832. I also plan to do a little traveling in England and on the continent.

"Next fall will find me grinding away at Minnetonka High School again, teaching world history and American history."

Kristine Streng Roe, a graduate of St. Olaf, was married on July 17, 1965, to Philip Roe. "We have moved to Minneapolis where Phil is working in personnel for Honeywell Inc. I will be teaching this fall in a CORE program at Portland Junior High in Bloomington, a suburb of Minneapolis."

Mary Walter, a graduate of Ripon, has been teaching as a graduate assistant at Mount Holyoke while pursuing her master's degree. "My assistantships turned out to be in genetics first semester and in ornithology and parasitology during the second term. Previous experience was evidently not a factor in being considered for the various positions. The assistants study more for the courses they teach than for their own courses. Nevertheless, it was a most interesting year.

"This summer I'll be working with a professor from Ripon at Rocky Mountain Biological Laboratory in Colorado on an ecological problem concerning dragonflies. It is hoped that this project might be extended into a thesis topic for next fall.

"Come September five of us second year people will be renting another large house from a professor on sabbatical. Two Koreans, one Chinese, and two Americans will present a problem in communication. It will be interesting and certainly never dull--thank goodness. There is plenty of good food and extra space. Company is always welcome!"

Nancy Wiley, a graduate of Lawrence, received her M.A. from Johns Hopkins University in June. "Well, I had been searching for the last six months for a school in Europe to teach in, and I finally found one in England called Hillside School in Boreham Wood, Harts, England. For the last couple of weeks I have been traveling in Germany . . . and this weekend in die Schweiz and next week in Scandinavia. This summer I taught U. S. history at my home high school . . . really enjoyed teaching history for a change. In England I'll be teaching history and English. Life is very good and busy."

CURRENT ADDRESSES
1964 Staff

Miss Helen Berwald
208 Elm Street
Northfield, Minnesota

Mr. Ben T. Shawver
Department of Education
Monmouth College
Monmouth, Illinois

Miss Mary Ann Schuette
853 Washington Street
Anoka, Minnesota

Mrs. Gloria Count van Manen
1448 East 55th Street
Chicago, Illinois

1964 Students *Elementary*

Mary Jo Anderson
640 East Johnson Street
Apartment 5
Madison, Wisconsin

Julie Caldwell (Mrs. David Arnold)
1622½ Vermont
Quincy, Illinois

Marilyn Davy
Box 97
Kirkland, Illinois

Barbara DeLong
1094 Reed Street
Neenah, Wisconsin

Eleanor Eisenhard
Route 1
Alburtis, Pennsylvania

Alice Fischer (Mrs. Frank Abercrombie
137-4 Southern Hills
Carbondale, Illinois

Nan Garton
1907 North Sixth
Sheboygan, Wisconsin

Jill Kettlestrings
640 East Johnson, Apartment 5
Madison, Wisconsin

Carol McMaster
Altona
Illinois

Phyllis Prehn
RFD #3
DeWitt, Iowa

Suellen Ross
822 North Lombard
Oak Park, Illinois

Judith Watson
3071 West Hamilton Court
Apartment #2
Englewood, Colorado

1964 Students *Secondary*

Carole Berg
2845 West 100 Street
Evergreen Park, Illinois

Bruce Fredrickson
2121 DeKoven
Racine, Wisconsin

Janet Hamly
7052 North Odell
Chicago, Illinois

Beth Hawkins
302 Wayne
Park Forest, Illinois

Gail Johnson (Mrs. Kenneth Ames)
3305 North 73 Avenue West
Duluth, Minnesota

Sally Johnson (Mrs. Gerald Johnson)
660 Seward Street, Apartment 110
Detroit, Michigan

Kathryn Krider
1627 Churchill Drive
South Bend, Indiana

Karen Krisac
Daniels Hall
University of Illinois
Urbana, Illinois

Alan Manson
718 Ottawa Trail
Madison, Wisconsin

Kaffie Pickens
548 East 49th Street
Chicago, Illinois

Carole Praet
Cuttington College
c/o Bishop's House
Monrovia, Liberia, West Africa

Carol Severson
1305 Iris
Apartment 22
Los Alamos, New Mexico

Annette Shuck (Mrs. Robert Holcomb)
Geology Department
Western Reserve University
Cleveland, Ohio

Harriet Southerlan
606 Maple Drive
Eureka, Illinois

Elaine Varda (Mrs. Jay Sommerfield)
143 Maple Avenue
Galesburg, Illinois

1963 Students

Nancy Anderson
1010 West Green Street, Room 493
Urbana, Illinois

Susan Brinkman (Mrs. Mathew McArthur)
3312-G Mordecal Street
Durham, South Carolina

Kay Ellen Buss
2336 North Commonwealth Avenue
Chicago, Illinois

Jane Crabtree
5230 Fairview
Downers Grove, Illinois

Barbara Daneke (Mrs. Barbara Lis)
1117 Homestead
Apartment 2B
La Grange Park, Illinois

Gail Ruth Fitton (Mrs. Richard Kruse)
392 Green Bay Road
Winnetka, Illinois

Jane French (Mrs. Jane Klein)
3312½ Foster Avenue
Chicago, Illinois

Barbara Hegg (Mrs.Bryn Ostby)
308 Eastwood Drive
Jacksonville, North Carolina

Karen Hummel
910 Beau Drive, Apartment 214
Des Plaines, Illinois

Gaylee Jensen
1919 North Avenue
Waukegan, Illinois

Nancy Kleihauer (Mrs. Thomas Adams)
1414 Carol, Apartment A
Park Ridge, Illinois

Joyce Lanahan
5315 Kimbark
Chicago, Illinois

Melody Maltby (Mrs. John McGuire)
1316 Central Street
Evanston, Illinois

Elyssa Nicholas (Mrs. Richard Raysa)
1030 Chicago Avenue
Oak Park, Illinois

Bradley Nystrom
Box 3014, Moshi Technical School
Moshi, Tanzania, East Africa

Nina Obrestad
5340 Ewing Avenue South
Minneapolis, Minnesota

Nancy Pesola
2211 Woodview Court
Madison, Wisconsin

Linda Pierz (Mrs. Robert F. Pierret)
323½ East Grove Street
Rantoul, Illinois

Jean Reed (Mrs. Jean Tindall)
2606 Lorain Court
Columbus, Ohio

Margaret Smith
(Mlle. Margot Smith)
Ecole Berlitz
Paris, France

Reidar Soderholm
Minnetonka High School
Excelsior, Minnesota

Kristine Streng (Mrs. Philip Roe)
2515 Blaisdell Avenue South, Apt. 411
Minneapolis, Minnesota

Mary Walter
79 College Street
South Hadley, Massachusetts

Nancy Wiley
Hillside School, Boreham Woods
Harts, England

NOTICE

If anyone knows the addresses of the following Urban Semesterites, a note to Miss Berwald at Carleton College, Northfield, Minnesota, will enable us to add their names to the mailing list so that they, too, will receive copies of the 1965 Midwestern.

1963 GROUP
Susan Brinkman McArthur
Jane Crabtree
Gail Fitton Kruse

1964 GROUP
Marilyn Davy
Nan Garton
Alan Manson
Phyllis Prehn

ACM Programs in Teacher Education
208 Elm Street
Northfield, Minnesota 55057

Associated Colleges of the Midwest
60 West Walton Street
Chicago, Illinois 60610